

Macmillan/McGraw-Hill

An Overview of Research Reports on Efficacy of K-6 Reading Curricula

Treasures – Core Program

Reading Triumphs – Intervention Program

Treasure Chest – English Learner Program

In association with

*Westat
Rockville, MD*



Dear Colleagues,

The enclosed reports provide a glimpse into the on-going research of the most current reading programs published by the Macmillan/McGraw-Hill Company. The data for these reports were collected by an independent research firm that is responsible for analyzing, interpreting and communicating the findings over time. Westat, Inc., located in Rockville, Maryland, is now moving into Year 4 of a national evaluation of the impact of the Macmillan/McGraw-Hill reading programs: *Treasures*, *Reading Triumphs*, *Treasure Chest*, and *Little Treasures*.

The research began prior to program development and continues through program updates and revisions. As information is gathered, research questions become more sophisticated and thorough. Unlike other reading programs available, Macmillan's academic research examines each program in-depth, as well as how each work together as a comprehensive solution for the teacher and the student. Individual student achievement data are collected to objectively measure student changes in knowledge of reading skills and strategies. Data are also analyzed by subgroups, such as socioeconomic status and English language proficiency, to evaluate the program's effectiveness for each.

Macmillan/McGraw-Hill is dedicated to engaging in rigorous, longitudinal program research that is informative to many audiences including school district members and internal Macmillan staff. Our research is backed with years of experience and integrity, contributing to the overall quality of the company's commitment to excellence.

Sincerely,

Dr. Irene McAfee
Director of Academic Research
Macmillan/McGraw-Hill

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Using Macmillan/McGraw-Hill *Treasures*, *Reading Triumphs*, and *Treasure Chest*: An Up-Close Look at Program Implementation and Impacts

Background of the Study

School district C adopted a new reading curricula from Macmillan/McGraw-Hill for the 2006–07 school year. All schools adopted the core reading program, *Treasures*. Additional schools also began to use *Reading Triumphs*, a program for struggling readers, and *Treasure Chest*, a program for English language learners. At the same time, Westat, a social science research firm in Rockville, Maryland, was asked by Macmillan/McGraw-Hill to undertake an evaluation of the programs, looking at both implementation and student outcomes.

The 2006–07 study addressed the following questions:

- Are teachers using the curricula and its various components?
- Do teachers feel adequately prepared to use the curricula?
- Do teachers feel the curricula meet the needs of their students?
- How well do the core and supplemental curricula work together?
- What factors at the school level/district level affect program implementation?
- How do students perform?

This report presents results from the first year of this evaluation. The focus of the first year's work was to closely examine program implementation and to begin to gather data on student performance. In the evaluation's second year, we will add a comparison site in order to more fully determine the value added of the MM-H curricula.

In this report we provide an in-depth analysis of program implementation using data gathered from mid-year site visits to the schools, logs kept by teachers across several months, and end of year surveys. These data provide a rich picture of program start-up, program use, and program evolution as teachers and principals adopt and adapt the three curricula. We also present information on student performance, using data from the DIBELS assessment system.

Description of the Curricula

Treasures, the core curriculum, is a comprehensive, research-based reading curriculum designed to engage students and enhance reading proficiency. This curriculum is designed to be administered five days a week during a 90- to 120-minute reading/language arts block. It provides instruction in the five essential elements of early literacy (phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension strategies) and offers differentiated instruction for students who are approaching, on, or beyond grade-level reading skills. The curriculum includes both small and large group instruction, leveled readers, and supplemental materials and activities such as theme projects, cross-curricular activities, and workstation flip charts. To gauge student understanding and monitor progress, the program offers such techniques as daily quick check observations, weekly assessments, running records, and unit and benchmark assessments.

Reading Triumphs is a supplemental program for struggling readers, that is, students who are working below grade level. It is designed to be delivered in 45-minute sessions five times per week. Students can participate in *Reading Triumphs* for a summer, an entire year, or a limited amount of time during the school year, depending on their needs and how the curriculum is used in a particular school or system. *Reading Triumphs* is a stand-alone program that presents direct instruction for decoding skills, high-frequency words, vocabulary words and strategies, fluency, and reading comprehension skills. *Reading Triumphs* can be used as an intervention program in conjunction with *Treasures* or any other core curriculum.

Treasure Chest is a program developed to support students who are considered English language learners (ELL). It expands on the material available in *Treasures* and can be implemented within the reading/language arts block for small group instruction, pull-out instruction, before- or after-school tutorial instruction, and during summer school. Like *Treasures*, *Treasure Chest* is taught five days per week and provides differentiated instruction to

address ELL students who are at beginning, intermediate, and advanced language-acquisition levels. The instructional focus of the program is on oral language development, vocabulary acquisition, phonemic awareness and phonics, language structure, comprehension strategies and skills, writing, and language objectives that are aligned with the teachers of English to speakers of other languages (TESOL) standards.

Sample and Methodology

District C has 18 regular elementary schools. Our initial sampling design was based on the expectation that while all schools in District C would be using the *Treasures program*¹, use of *Reading Triumphs* and *Treasure Chest* would be more limited.² Thus, we divided our sample into two levels: a case study set consisting of 11 schools—schools expected to be using the programs more intensely (and receiving a more complete set of materials)—and an overall sample, expected to be only using the *Treasures* curriculum. A total of 533 teachers participated in the study and approximately 7,000 K–6 students. All schools received principal and teacher surveys at the end of the year, and all schools assessed their students using DIBELS, a widely used set of short assessments addressing a variety of early reading skills. The case study schools, in addition, were asked to keep logs (twice during the year) of their use of the curricula and were observed in site visits early in the second semester.

Background on District C

Adopting the MMH curricula was a bold step for District C, as teachers in the upper grades had not participated in direct reading instruction for many years, relying on teacher-created, whole-group novel studies. Test scores had taken a nose-dive and there was a general feeling that something new had to be done. The literacy challenges in District C centered upon two key factors: the lack of family resources to support literacy before children enroll in school, and the mobility of students during the school year.

A Look at Early Implementation: Site Visit Data

Westat staff visited the schools in February 2007. The Westat researchers observed 33 classroom teachers in 11 schools over a two-week period.

By the time of the Westat site visits, principals, literacy specialists, and teachers were increasingly accepting the program and finding the consistency brought to reading instruction to be of value.

They were enthusiastic about the fact that students who succeeded with *Reading Triumphs* could go directly into the *Treasures* approaching group with confidence....

Teachers were extremely complimentary of the alignment of the three programs—*Reading Triumphs*, *Treasure Chest*, and *Treasures*. They liked the effectiveness of the intervention curriculum, *Reading Triumphs*, and the way it complemented the core curriculum, *Treasures*.

They were pleased with the coordination of skills and vocabulary in the two programs. They were enthusiastic about the fact that students who succeeded with *Reading Triumphs* could go directly into the *Treasures* approaching group with confidence and without experiencing “a gap” in their reading skill instruction.

Because the program was mandated by the district, all teachers used it as their core basal approach to reading instruction. In accordance with the District Pacing Guide, teachers typically taught reading for 90 minutes each day.

Principals and vice principals completely supported the adoption and implementation of the Macmillan/McGraw-Hill curricula. These individuals were committed to core literacy and felt that teacher fidelity to the program was essential.

Teachers used the three curricula and their components to varying degrees of implementation as prescribed in the TE; however, they all made modifications as they saw fit. Most *Treasures* modifications were made to the structure of Macmillan/McGraw-Hill suggested lesson plan. When the press of time dictated, teachers extended, condensed, or reorganized the lessons to suit student needs or the weekly class schedule. On the other hand, most teachers said that they “made no modifications” to the *Reading Triumphs* or *Treasure Chest* curricula.

1. There was one exception to this universal usage. In the district's Reading First school, a different curriculum was used in grades K–3.

2. This distinction blurred over time as schools adopted additional programs and obtained new materials.

Few teachers in this district used the Macmillan/McGraw-Hill language arts activities, such as grammar and writing, because they were not mandated by the district. According to teacher reports, the district instructed them to fit grammar and writing into their daily instruction on their own time. Very few formal assessments were observed due to the scheduling of the observations. Most assessments are scheduled for the fifth day of weekly instruction; therefore, only five teachers were observed administering an assessment.

When asked about perceived impacts on student achievement, most principals felt that students at their school were “off to a good start,” but that it was too soon to tell how much progress had been made. Teachers and literacy coaches also agreed that gains would be measurable and more obvious after another year of implementation.

Teachers offered a variety of comments about the curricula’s efficacy for different populations.

Most respondents felt that below-grade-level students and ELL students in Leveled Reading had made much more progress than they did previously.

Teachers agreed that the *Reading Triumphs* program worked well for students reading two or more years below grade level. The intervention students had higher self-esteem because they felt a part of the whole group since the two programs were compatible and aligned with each other.

Program Implementation at Mid-Year: Teacher Logs

Teacher Analysis Log data provide a detailed account of program use over a 12-week period during the spring semester of the 2006–07 school year. These data document the frequency and perceived value of program components used to implement the *Treasures*, *Reading Triumphs*, and *Treasure Chest* literacy programs.

Treasures

A total of 372 *Treasures* logs were completed during the 12-week time period. These logs consisted of a substantial representation of data from all grade levels: 31 for kindergarten, 56 for grade 1, and 285 for grades 2–6. In these grade levels, the majority (80.6 percent) of teachers used the *Treasures* program for 61 to 120 minutes a day. Among these teachers, *Treasures* is most typically used within the reading/language arts block.

Kindergarten. Overall, kindergarten teachers adhere closely to the Teacher’s Edition when it comes to many reading activities and use more discretion in other areas. In particular, these teachers were less likely to use Unit Opener/Closer, Language Arts, and Monitoring Progress activities frequently or almost always.

On an item-by-item (or activity) basis, the Big Books and High-Frequency Word Cards were the *Treasures* component used on a regular basis by 100 percent of teachers. Regarding perceived value, the Photo Cards were considered high in value by more teachers than any other material or activity (89 percent).

Grade 1. Among all the lesson areas, grade 1 teachers implemented Oral Language, Vocabulary, and Leveled Reading groups the most consistently. The majority of the activities in these areas were conducted almost every time they were offered in the Teacher’s Edition. Because of the high level of implementation fidelity, many items and activities were used by a high percentage of teachers. Leveled Readers were used by 100 percent of teachers almost every time.

“The Leveled Readers are the best part of the program. They are all on similar topics or similar text for four different levels.”

The Phonics activities were used by 95 percent of teachers almost every time, and the Read Main Selection was used as frequently by 93 percent of teachers. In addition, the Teaching Chart, Leveled Readers, and Phonemic Awareness activities were thought to be high in value by the greatest number of teachers across all program components and materials.

Grades 2–6. The overall picture for implementation of *Treasures* for grade 2–6 teachers is slightly different than what is seen among kindergarten and grade 1 teachers. In the lower grades, a higher percentage of teacher used materials and activities almost every time they appeared in the Teacher’s Edition. What is seen among grade 2–6 teachers is a greater proportion of teachers using materials and activities frequently as opposed to almost every time. In addition, Language Arts activities are used more frequently in the upper grades. Despite these slight differences, grade 2–6 teacher responses are quite similar to those of the lower grade level teachers.

Across all possible activities and materials a teacher could use in a grade 2–6 *Treasures* lesson, the use of Vocabulary Cards and the Read Main Selection activities were the most frequently used by teachers. For the most valuable, the greatest number of teachers rallied around the Vocabulary Cards, Vocabulary routine, and the Read the Main Selection activity. All three were thought to be high in value by between 81 and 83 percent of teachers.

Reading Triumphs

For the *Reading Triumphs* program, 81 logs were completed during the 12-week time period, 29 logs for the lower level grades (i.e., kindergarten–grade 2) and 52 for the upper level grades (i.e., grades 3–6). Since there were slight variation in program design between the lower and upper level grades, log data will be presented in grade-level groupings.

Across both grade-level groupings, *Reading Triumphs* was taught for 60 minutes or less each day for an individual targeted class. Among kindergarten–grade 2 teachers, 69 percent taught *Reading Triumphs* within the regular reading/language arts block and 21 percent used this program as a pull-out intervention instruction in a special class. In the upper grade levels, 60 percent of teachers taught *Reading Triumphs* in the regular reading/language arts block and 37 percent used it as a pull-out intervention.

Grades K–2. Overall, the most popular and regularly used activities come from the vocabulary and reading/comprehension lesson areas. High-Frequency Word activities were the most valued and used among all lesson components. Choral Reading was also quite popular, and Retelling, Predict, Compare/Contrast and Retell the Story were also highly valued.

Grades 3–6. Phonics, vocabulary, and comprehension activities received some of the highest amount of teacher support. The Vocabulary Word Routine was used most consistently by the greatest number of teachers—73 percent. Phonics activity, Vocabulary Word Routine, and Monitor Comprehension received the highest value ratings from the most teachers (75 percent).

Treasure Chest

For *Treasure Chest*, 18 teacher logs were completed throughout the semester. The majority of implementation data came from upper grade-level teachers. Although no kindergarten or grade 1 teachers submitted a log, implementation information is provided through one of the multigrade teachers. Since the organization of the *Treasure Chest* program is consistent across each grade level, grade-level log data are presented together in this section.

As suggested in the Teacher’s Edition, *Treasure Chest* is taught by the majority of teachers for 60 minutes each day for an individual targeted class. For 24 percent of teachers, this time occurs within the reading/language arts block, but for a larger percentage (65 percent) *Treasure Chest* is used as a pull-out intervention program.

In looking at the program as a whole, a couple of lesson activities and components stand out. For instance, *Treasure Chest* teachers most consistently adhered to the Comprehension activities in this program more than any other program lesson area. All of the Comprehension activities were highly valued and used almost every time by the teachers. Furthermore, across all lesson components, the oral language activity Build Background was rated high in value by the greatest percentage of teachers—95 percent. Finally, *Preview and Predict* was the one activity throughout the program that every teacher used almost every time.

Program Implementation at the End of the Year: Principal and Teacher Survey Data

At the end of the school year, principals and teachers were surveyed to obtain their reflections on the use of the reading programs and how well they were working. The data reflect many of the same themes noted in the site visits and teaching logs, providing a well-substantiated picture of program implementation.

Surveys were sent to principals and teachers in all regular District C elementary schools. The response rate was high—responses were received from 17 out of the 18 principals (95 percent) and 344 out of 396 teachers (87 percent).³ The surveys asked a series of similar questions about each of the three programs *Treasures*, *Reading Triumphs*, and *Treasure Chest*. Since usage of the curricula differed across schools, different numbers of principals and teachers were able to respond to each question set.

3 For the schools included in the site visits, our “case study” schools, the response rate for principals was 100 percent and for teachers 87.8 percent; in the non-case-study schools the response rate for principals was 86 percent and for teachers 85.4 percent.

Principals' Assessments of the Three Programs

Overall, principals have a positive assessment of program implementation across the three programs and, despite some start-up issues, were pleased with the first year of implementation.

A series of questions were asked about some general features of the school and the population it serves. Principal responses indicate that the schools in the sample served many students considered “high needs”. Principals reported seven schools to be Title I or Reading First, one in comprehensive school reform, and four in other literacy efforts.

Next we asked about the challenges faced by the school with regard to the needs of its students. The biggest challenge cited was lack of full-time kindergarten (14 of 17) (Eleven of the 17 principals also mentioned minimal pre-reading and reading readiness outside the schools.) Taken together, these responses suggest that principals see early literacy preparation as a weakness in the school community. Additionally, 12 principals said that they had too many students below grade level, while nine also mentioned that meeting the needs of high performing students was also a challenge. About half cited that multiple languages spoken at home presents a challenge.

In addition, we asked a series of questions about whether there were any impediments to implementation of the programs. For *Treasures*, lack of teacher buy-in was cited by eight of the 12 responding principals as an impediment. The fact that lack of buy-in was mentioned for *Treasures* is not at all surprising as use of this curriculum required teachers to take a very different approach to teaching than they had in the past.

Next we asked a general question about whether or not they would recommend each of the curricula to other principals (Table 1). The overwhelming response was yes. Only one principal said that s/he would not recommend *Reading Triumphs* to another principal. In all the rest of the cases, the program was very well received.

Table 1.

Number of principals reporting that they would and would not recommend the curricula to other principals

Recommendations	Treasures	Reading Triumphs	Treasure Chest
Would recommend	17	13	11
Would not recommend	0	1	0

The last series of questions asked about the effectiveness of the programs for different populations of students. Generally, principals reported that *Treasures* was effective for Approaching, On Level, Beyond Level, ELL, and special education students (Table 2).

Table 2.

Principals' assessments of the effectiveness of Treasures for various student populations

Student Level	Effective	Moderately Effective
Approaching	16	1
On Level	17	0
Beyond Level	12	4
ELL students	16	0
Special education	15	2

Some of the open-ended responses offered by principals help to understand their high ratings of the *Treasures* program.

- *Treasures* offers a wide variety of high-interest stories. It attempts to meet the needs of all learners.
- Exposure to good literature practice/reteaching is embedded in the program.
- I like having science and social studies incorporated in reading.
- Provides skill building on the “Big 5.”
- Clear skills; skills spiral; many materials for various levels.
- The program is research-based and designed sequentially. I like the clear targets, the structure, small group work, and focus on phonemic awareness, vocabulary, fluency, and comprehension.
- Stories and applications are relevant to the real world for today. The nonfiction is very strong.

Reading Triumphs was judged to be effective by all principals for both ELL and special education students (Table 3).

Table 3.
Principals’ assessments of the effectiveness of Reading Triumphs for various student populations

Student Level	Effective	Moderately Effective
Approaching	15	0
Special education	15	0

Principals’ comments included the following:

- Special education needs this link with what is happening in regular education. Children benefit from knowing they are part of the classroom community. The stories target their interests.
- This program gives you an option to use with approaching readers. It is high interest and motivating to students.
- It provides a program that is set up in a similar manner to the core program. Students can move seamlessly from one program to the next. The program is best used for students who are reading one to two years below grade level.

Comments about *Treasure Chest* were more limited, and some felt that it was too soon to comment since implementation did not begin until rather late in the year. However, one principal commented that he would recommend the program because “small group work with ELL students benefits them in the area of reading. Having materials just at their level is key to their success.”

Teachers’ Assessments of the Three Programs

End-of-year surveys were gathered on teachers, their classes, their use of the programs, and their perceptions of the programs’ effectiveness for different groups of students. Data were examined in two ways: first, we looked at the responses of the overall population; second, we examined the responses by subgroup—grade level, whether or not the school was a Title I school, and whether or not the school was part of the case study sample.

The vast majority of the teachers are female, hold a bachelor’s or master’s degree, and have a standard teaching credential. Only 9 percent have a certificate or endorsement for teaching reading. On average they have taught for 12 years, with 7 years in their current school.

Eighty-five percent of teachers report teaching reading five days a week, with 84 percent indicating that they teach reading at least 61 minutes a day (42 percent indicating that they teach between 61 and 90 minutes; 41 percent indicate that they teach reading more than 90 minutes a day). On average there are 17 students in a class, with eight classified as approaching, 10 as On Level, and seven Beyond Level. The average number of ELL students per class is five.

Use and Assessment of Treasures. Several survey questions asked teachers about the extent to which the prescribed aspects of the *Treasures* program were used. Approximately 46 percent indicated that they usually finished the prescribed lessons described in the Teacher’s Edition. However, 78 percent also said that there was a part of the prescribed lesson that they frequently left out (Table 4).

Table 4.
Prescribed components most frequently left out of lessons

Component	Percent
Writing	75
Grammar	51

The fact that writing was left out by so many teachers is not surprising, given the data from our site visits and the fact that use of this component was not required. Teachers most frequently indicated that they left components out because they were not a high priority in the district.

Teachers were also asked a series of open-ended questions about the parts of the program that they found most useful. Teachers responded as follows:

	Response
Leveled Readers	133
Word Study/Vocabulary	103
Basal/Main Selection	102
Phonemic Awareness/Phonics	43
Overheads/Graphic Organizers	43
Comprehension/Re-Tell.....	41

When a new program is introduced, it is important that teachers receive training to familiarize themselves with the program and how it can be used. Survey questions addressed training and how well it was received.

- Ninety-one percent of the teachers indicated that they received training to teach *Treasures*.
- The average amount of training was 12 hours. However, teachers in Title I schools report receiving significantly less training than those in non-Title I schools—10.6 vs. 13.2 hours. Sources of training included a Macmillan/McGraw-Hill trainer (37 percent), a district trainer (95 percent), and other (4 percent).
- Approximately 60 percent of the teachers rated their training as adequately preparing them to teach the program.

When asked what kinds of additional training would be of benefit, the most frequent suggestions were “training or video by a teacher who has used the program,” and “short initial training with follow-up”.

Additional questions addressed perceptions of the *Treasures* program with regard to its use with students. First we asked about the pace of the program, i.e., whether it was on target, too slow, or too fast. The majority of teachers said that the pace was just about right.

Second, we asked about the effectiveness of the program for students at different levels of reading skill. Ninety percent of the teachers rated *Treasures* as effective for On Level students.

A similar set of questions was asked about the effectiveness of *Treasures* for ELL and special education students. Respondents were also positive with regard to the effectiveness of *Treasures* for these special populations. Sixty-four percent of the teachers felt that the program was effective for ELL students, while 49 percent felt that the program was effective for special education students.

Finally teachers were asked if they would continue to teach the *Treasures* program if given the choice and what advice they would give to a new teacher about to use *Treasures*. Teachers' responses indicated strong overall support for the program, as 83 percent indicated that they would choose to continue using the program.

Teachers endorsed the *Treasures* program and said that if given a choice they would continue to use the program.

As for advice offered to new teachers, by far the most frequent suggestion was “don’t try to do it all at once; gradually add as you become familiar with the program.”

As for advice offered to new teachers, by far the most frequent suggestion was “don’t try to do it all at once; gradually add as you become familiar with the program.”

Use and Assessment of Reading Triumphs. Similar to *Treasures*, 43 percent of the teachers indicated that they usually finished the lessons as described in the Teacher’s Edition. Fifty-two percent indicated that there was a part of the lesson that they frequently left out. Teachers in Title I schools and in the case study sample were significantly more likely to finish the lessons than teachers in non-Title I and non-case-study schools.

When asked which components were judged to be most useful, the teachers identified the following:

Response	
Basal/Main Selection	48
Phonemic Awareness/Phonics	33
Word Study/Vocabulary	30
High Frequency Word/Cards.....	20
Mini Books	17
Practice Books.....	16

Training for *Reading Triumphs* was more limited than that offered for *Treasures*. Nonetheless, ratings of adequacy of preparation were quite similar to those of *Treasures*.

The next series of questions addressed use of the program with students. Taken together the responses provide a quite positive picture. Most teachers said that the pace of the program was just about right. Further, when asked about its effectiveness, 87 percent said the program was very/moderately effective for Approaching students, and 75 percent gave these ratings for special education students. Seventy-eight percent said they would continue to teach the program, if given a choice.

“I like the rhymes and chimes in small groups. I think that it is a useful strategy for developing phonemic awareness. I also think the Reading Triumphs books are a positive experience for the kids.”

The advice they would offer to new teachers echoes that reported for *Treasures*, i.e., “don’t try to do it all at once; gradually add as you become familiar with the program.”

Use and Assessment of Treasure Chest. Only 17 teachers responded that they used *Treasure Chest*. Responses to the open-ended questions were also quite limited. In this section, therefore, we present a topline summary of their responses.

- Seventy-one percent of the teachers said that the pace was “just about right”.
- The program was rated as effective for 94% of the advanced and intermediate ELL students.
- Fifty-seven percent of the teachers judged that the training provided them was adequate preparation to teach the curriculum.
- Eighty-two percent said they would continue to teach the curriculum, if given a choice.

Program Outcomes: DIBELS Data

Since 2001–02, the district has been using the Dynamic Indicators of Basic Early Literacy Skills to regularly monitor the development of early literacy and early reading skills. DIBELS tests are a set of standardized, individually administered measures to test fluency in the following areas: Initial Sounds, Letter Naming, Phoneme Segmentation, Nonsense Words, and Oral Reading.

We examined student-level DIBELS records from 2001–02 to 2006–07. Essentially, data before 2006 can be regarded as before program and those after 2006 as after program. However, while data exist for K–3 from 2001 to 2007, the district did not collect grades 4–6 data until 2004–05. Furthermore, DIBELS had not been used on a wide basis until the last two years, and therefore the majority of the 18 schools do not have data from the earlier years.

In light of these data constraints, we decided to create two samples:

- Sample 1 comprised students from all 18 schools and years available, i.e., 7,672 students in 2001–06 and 8,741 students in 2006–07. The sample is broad-based, but some schools are overrepresented.
- Sample 2 included only students from 12 schools with data from both 2005–06 and 2006–07, i.e., 4,221 students in 2005–06 and 4,403 students in 2006–07. Although the sample does not cover earlier years or all the schools, the before and after groups are more comparable because the same schools were present in both years.

Given the incomplete data described previously, we used independent t-tests to compare whether the before and after differences are statistically significant. In addition, we compared whether the rates of growth are statistically significant. We also present the percentage of students achieving different DIBELS benchmarks.

Table 5 presents comparisons for students from all schools between the 2001–06 (before) and 2006–07 (after) cohorts for grades K–3, and between 2004–06 (before) and 2006–07 (after) for grades 4–6. The results are in raw scores, which indicate the number of correct answers in each test.

Of the 34 DIBELS assessments from K–6, we found statistically significant higher achievement for the after cohort in 30 measures at the 0.05 level. The results show that students in the 2006–07 cohort outperformed their counterparts from previous years.

Table 5.

Comparison of assessment results for students in all schools
between 2001–06 and 2006–07, by grade and assessment in raw score

Assessment	2001-2006			2006-2007			2001-2006 to 2006-2007	sig.
	Number	Mean	Std. err.	Number	Mean	Std. err.		
<i>Kindergarten fall</i>								
Initial Sound Fluency	1,104	9.6	9.0	985	11.0	9.7	+	0.00
Letter Naming Fluency	1,104	11.7	13.6	986	14.0	14.7	+	0.00
<i>Kindergarten winter</i>								
Initial Sound Fluency	1,053	22.9	17.5	938	23.0	17.5	+	0.97
Letter Naming Fluency	1,054	24.7	16.4	948	29.2	18.1	+	0.00
Phoneme Segmentation Fluency	1,053	22.3	16.9	941	22.2	16.7	-	0.81
Nonsense Word Fluency	1,052	12.8	15.2	938	18.1	19.3	+	0.00
<i>Kindergarten spring</i>								
Letter Naming Fluency	1,219	34.5	17.1	964	37.2	17.9	+	0.00
Phoneme Segmentation Fluency	1,218	33.4	17.5	962	37.0	19.5	+	0.00
Nonsense Word Fluency	1,218	22.9	18.2	961	26.6	20.8	+	0.00
<i>Grade 1 fall</i>								
Letter Naming Fluency	1,261	29.2	16.7	1,168	36.0	18.2	+	0.00
Phoneme Segmentation Fluency	1,258	23.6	16.3	1,167	29.1	17.6	+	0.00
Nonsense Word Fluency	1,258	18.3	19.6	1,166	27.0	24.7	+	0.00
<i>Grade 1 winter</i>								
Phoneme Segmentation Fluency	1,272	42.0	16.7	1,144	43.9	16.6	+	0.01
Nonsense Word Fluency	1,266	44.0	24.3	1,145	49.9	27.4	+	0.00
Oral Reading Fluency	1,258	24.0	27.9	1,143	30.7	32.6	+	0.00
<i>Grade 1 spring</i>								
Phoneme Segmentation Fluency	1,229	48.4	14.1	1,122	48.3	13.6	-	0.87
Nonsense Word Fluency	1,251	61.3	30.8	1,128	63.8	31.8	+	0.05
Oral Reading Fluency	1,251	43.7	32.2	1,128	50.2	36.2	+	0.00
<i>Grade 2 fall</i>								
Nonsense Word Fluency	1,094	53.2	32.5	1,144	59.1	32.1	+	0.00
Oral Reading Fluency	1,329	43.5	34.2	1,149	49.8	35.7	+	0.00
<i>Grade 2 winter</i>								
Oral Reading Fluency	1,156	67.7	40.4	1,113	76.2	40.4	+	0.00
<i>Grade 2 spring</i>								
Oral Reading Fluency	1,312	82.74	40.3	1,075	89.4	39.9	+	0.00

Table 6. (continued)

Comparison of assessment results for students in all schools
between 2001–06 and 2006–07, by grade and assessment in raw score (continued)

Assessment	2004-2006			2006-2007			2004-2006 to 2006-2007	sig.
	Number	Mean	Std. err.	Number	Mean	Std. err.		
<i>Grade 3 fall</i> Oral Reading Fluency	1,242	71.0	37.0	1,202	80.2	36.8	+	0.00
<i>Grade 3 winter</i> Oral Reading Fluency	1,174	82.4	39.3	1,179	95.1	39.9	+	0.00
<i>Grade 4 fall</i> Oral Reading Fluency	223	81.1	34.3	1,220	90.3	35.0	+	0.00
<i>Grade 4 winter</i> Oral Reading Fluency	359	101.2	34.9	1,198	105.0	36.3	+	0.07
<i>Grade 4 spring</i> Oral Reading Fluency	412	112.1	39.3	1,135	117.8	40.2	+	0.01
<i>Grade 5 fall</i> Oral Reading Fluency	277	98.3	39.6	1,163	112.1	39.3	+	0.00
<i>Grade 5 winter</i> Oral Reading Fluency	370	111.3	40.1	1,158	119.3	39.3	+	0.00
<i>Grade 5 spring</i> Oral Reading Fluency	447	119.8	37.9	1,146	128.6	35.3	+	0.00
<i>Grade 6 fall</i> Oral Reading Fluency	210	111.8	38.6	1,288	121.2	37.0	+	0.00
<i>Grade 6 winter</i> Oral Reading Fluency	279	117.1	40.3	1,267	125.4	40.4	+	0.00
<i>Grade 6 spring</i> Oral Reading Fluency	215	106.0	36.7	1,248	121.5	37.5	+	0.00

Table 7 and 8 presents the comparison for 12 selected schools between the 2005–06 and 2006–07 cohorts. Of the 34 DIBELS assessments from K–6, we found statistically significant higher achievement for the after cohort in 23 measures at 0.05 level. The results for sample 2 are similar to those of sample 1.

Table 7.

*Comparison of assessment results between 2005–06 and
2006–07 cohort students, by grade and assessment in raw score*

Assessment	2005-2006			2006-2007			2005-2006 to 2006-2007	sig.
	Number	Mean	Std. err.	Number	Mean	Std. err.		
<i>Kindergarten fall</i>								
Initial Sound Fluency	419	7.7	7.5	571	10.4	9.7	+	0.00
Letter Naming Fluency	419	9.2	11.5	572	12.0	14.1	+	0.00
<i>Kindergarten winter</i>								
Initial Sound Fluency	467	20.8	16.3	559	25.0	19.6	+	0.00
Letter Naming Fluency	468	23.7	16.3	559	27.7	17.9	+	0.00
Phoneme Segmentation Fluency	467	18.8	15.6	556	23.8	16.5	+	0.00
Nonsense Word Fluency	466	12.7	16.5	557	17.7	16.6	+	0.00
<i>Kindergarten spring</i>								
Letter Naming Fluency	546	34.7	17.2	568	36.6	17.6	+	0.06
Phoneme Segmentation Fluency	545	31.7	17.4	567	39.3	18.9	+	0.00
Nonsense Word Fluency	546	23.0	19.3	566	27.7	18.8	+	0.00
<i>Grade 1 fall</i>								
Letter Naming Fluency	542	29.6	16.9	611	34.5	18.4	+	0.00
Phoneme Segmentation Fluency	539	23.5	16.6	611	32.9	17.6	+	0.00
Nonsense Word Fluency	539	17.8	18.6	610	26.2	22.6	+	0.00
<i>Grade 1 winter</i>								
Phoneme Segmentation Fluency	560	41.4	17.2	595	46.0	14.5	+	0.00
Nonsense Word Fluency	562	44.3	22.0	596	50.9	25.7	+	0.00
Oral Reading Fluency	559	24.3	27.5	594	26.6	28.2	+	0.16
<i>Grade 1 spring</i>								
Phoneme Segmentation Fluency	581	46.1	13.4	573	50.4	12.6	+	0.00
Nonsense Word Fluency	581	59.5	29.2	579	66.1	30.6	+	0.00
Oral Reading Fluency	581	43.4	31.1	579	46.7	32.2	+	0.07
<i>Grade 2 fall</i>								
Nonsense Word Fluency	600	54.5	32.4	601	60.6	30.8	+	0.00
Oral Reading Fluency	599	42.6	33.4	603	44.4	31.7	+	0.34
<i>Grade 2 winter</i>								
Oral Reading Fluency	532	68.7	40.7	583	70.1	36.6	+	0.54
<i>Grade 2 spring</i>								
Oral Reading Fluency	616	81.03	38.5	566	83.2	35.8	+	0.32

Table 8.

Comparison of assessment results between 2005–06 and
2006–07 cohort students, by grade and assessment in raw score (continued)

Assessment	2005-2006			2006-2007			2005-2006 to 2006-2007	sig.
	Number	Mean	Std. err.	Number	Mean	Std. err.		
<i>Grade 3 fall</i> Oral Reading Fluency	533	65.1	34.5	598	74.3	35.9	+	0.00
<i>Grade 3 winter</i> Oral Reading Fluency	499	80.4	38.4	590	88.0	39.0	+	0.00
<i>Grade 3 spring</i> Oral Reading Fluency	544	95.2	37.7	577	101.4	36.7	+	0.01
<i>Grade 4 fall</i> Oral Reading Fluency	222	81.2	34.3	594	82.5	34.6	+	0.63
<i>Grade 4 winter</i> Oral Reading Fluency	309	100.4	35.3	581	96.7	34.6	-	0.13
<i>Grade 4 spring</i> Oral Reading Fluency	367	112.3	39.8	545	106.9	37.7	-	0.04
<i>Grade 5 fall</i> Oral Reading Fluency	277	98.3	39.6	463	107.2	39.9	+	0.00
<i>Grade 5 winter</i> Oral Reading Fluency	316	110.0	41.0	463	115.2	39.7	+	0.08
<i>Grade 5 spring</i> Oral Reading Fluency	394	118.7	38.3	451	123.9	35.7	+	0.04
<i>Grade 6 fall</i> Oral Reading Fluency	209	112.2	38.3	613	115.2	36.2	+	0.30
<i>Grade 6 winter</i> Oral Reading Fluency	230	115.6	41.5	593	118.8	39.7	+	0.32
<i>Grade 6 spring</i> Oral Reading Fluency	167	103.0	37.4	579	116.2	36.7	+	0.00

While Tables 7 and 8 reveal that students in the after-program cohort performed at a higher level than those in the before-program cohort, it is not clear whether the after cohort had a higher rate of growth than the before cohort. Both tables show that the students in after cohort started at a higher performance level, based on the fall assessment results.⁴

The analyses so far have not addressed how students fared relative to the benchmarks on these tests. We recoded the raw data scores in terms of student proficiency for students, using the DIBELS categories at risk/deficit, some risk/emerging, and low risk/established.

For Initial Sound Fluency (kindergarten), we used the winter assessment as end results because it is not assessed in spring.

⁴ For Initial Sound Fluency (kindergarten), we used the winter assessment as end results because it is not assessed in spring.

Table 9.

Comparison of assessment results between 2001–06 and 2006–07
cohort students, by grade and assessment in proficiency level

Assessment	Grades K-3							
	2001-2006				2006-2007			
	N	At risk/ deficit	Some risk/ emerging	Low risk/ established	N	At risk/ deficit	Some risk/ emerging	Low risk/ established
<i>Kindergarten fall</i>								
Initial Sound Fluency	1,104	28.0%	22.0%	50.0%	985	20.5%	21.4%	58.1%
Letter Naming Fluency	1,104	29.6	24.5	45.8	986	25.9	19.8	54.4
<i>Kindergarten winter</i>								
Initial Sound Fluency	1,053	19.7	42.7	37.6	938	17.8	47.0	35.2
Letter Naming Fluency	1,054	33.6	22.8	43.6	948	25.7	20.0	54.2
Phoneme Segmentation Fluency	1,053	21.7	24.6	53.8	941	20.9	25.5	53.6
Nonsense Word Fluency	1,052	35.8	24.3	39.8	938	26.7	19.1	54.3
<i>Kindergarten spring</i>								
Letter Naming Fluency	1,219	36.8	25.3	38.0	964	32.2	22.8	45.0
Phoneme Segmentation Fluency	1,218	13.3	31.7	55.0	962	12.6	26.5	60.9
Nonsense Word Fluency	1,218	35.8	24.1	40.1	961	29.4	21.4	49.1
<i>Grade 1 fall</i>								
Letter Naming Fluency	1,261	42.0	26.6	31.5	1,168	27.7	24.5	47.9
Phoneme Segmentation Fluency	1,258	26.4	45.1	28.5	1,167	19.3	38.4	42.3
Nonsense Word Fluency	1,258	48.2	24.2	27.7	1,166	29.5	24.4	46.1
<i>Grade 1 winter</i>								
Phoneme Segmentation Fluency	1,272	4.3	25.0	70.7	1,144	3.9	21.5	74.6
Nonsense Word Fluency	1,266	27.6	39.1	33.3	1,145	20.6	35.8	43.6
Oral Reading Fluency	1,258	29.4	33.1	37.4	1,143	20.8	29.9	49.3
<i>Grade 1 spring</i>								
Phoneme Segmentation Fluency	1,229	0.7	13.3	85.9	1,122	1.7	11.9	86.4
Nonsense Word Fluency	1,251	10.7	32.9	56.4	1,128	11.1	27.4	61.5
Oral Reading Fluency	1,251	26.9	27.4	45.6	1,128	22.9	24.0	53.1
<i>Grade 2 fall</i>								
Nonsense Word Fluency	1,094	24.4	30.1	45.5	1,144	16.5	29.2	54.3
Oral Reading Fluency	1,329	37.4	19.9	42.7	1,149	29.2	22.5	48.4
<i>Grade 2 winter</i>								
Oral Reading Fluency	1,156	37.5	13.7	48.8	1,113	28.8	14.1	57.1
<i>Grade 2 spring</i>								
Oral Reading Fluency	1,312	35.9	20.3	43.8	1,075	30.2	17.3	52.5
<i>Grade 3 fall</i>								
Oral Reading Fluency	1,242	32.7	26.9	40.4	1,202	24.0	24.0	52.1
<i>Grade 3 winter</i>								
Oral Reading Fluency	1,174	35.8	24.8	39.4	1,179	25.4	21.4	53.2
<i>Grade 3 spring</i>								
Oral Reading Fluency	1,237	28.2	32.3	39.5	1,157	20.3	31.2	48.5

Table 10.

Comparison of assessment results between 2001–06 and 2006–07
cohort students, by grade and assessment in proficiency level (continued)

Assessment	Grades 4-6							
	2004-2006				2006-2007			
	N	At risk/ deficit	Some risk/ emerging	Low risk/ established	N	At risk/ deficit	Some risk/ emerging	Low risk/ established
<i>Grade 4 fall</i> Oral Reading Fluency	223	46.2	15.2	38.6	1,220	32.1	20.5	47.4
<i>Grade 4 winter</i> Oral Reading Fluency	359	29.2	26.7	44.0	1,198	26.7	23.6	49.7
<i>Grade 4 spring</i> Oral Reading Fluency	412	35.2	23.1	41.7	1,135	26.9	25.8	47.3
<i>Grade 5 fall</i> Oral Reading Fluency	277	37.9	17.0	45.1	1,163	23.0	19.7	57.3
<i>Grade 5 winter</i> Oral Reading Fluency	370	33.5	18.6	47.8	1,158	23.7	18.7	57.6
<i>Grade 5 spring</i> Oral Reading Fluency	447	32.0	20.8	47.2	1,146	20.4	20.8	58.8
<i>Grade 6 fall</i> Oral Reading Fluency	210	21.9	21.9	56.2	1,288	16.0	19.6	64.4
<i>Grade 6 winter</i> Oral Reading Fluency	279	34.4	20.1	45.5	1,267	27.9	19.8	52.2
<i>Grade 6 spring</i> Oral Reading Fluency	215	46.0	20.5	33.5	1,248	30.4	20.6	49.0

NOTE: Percents may not add to 100 because of rounding.

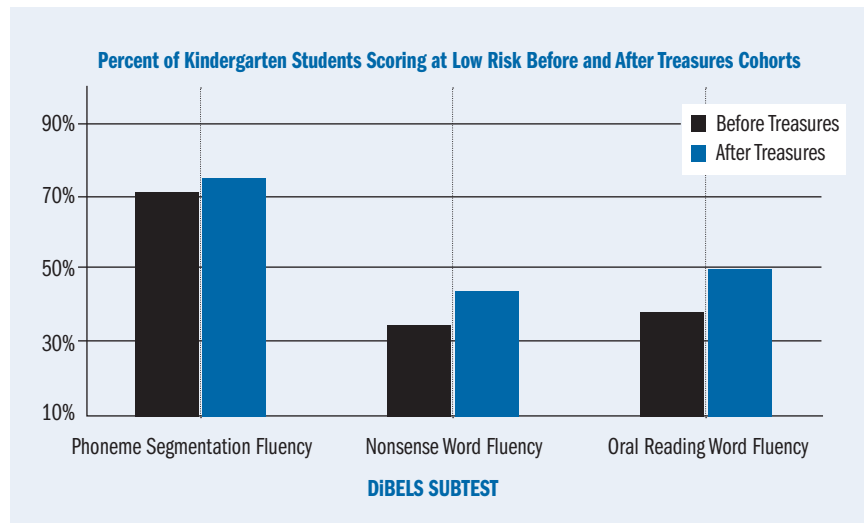
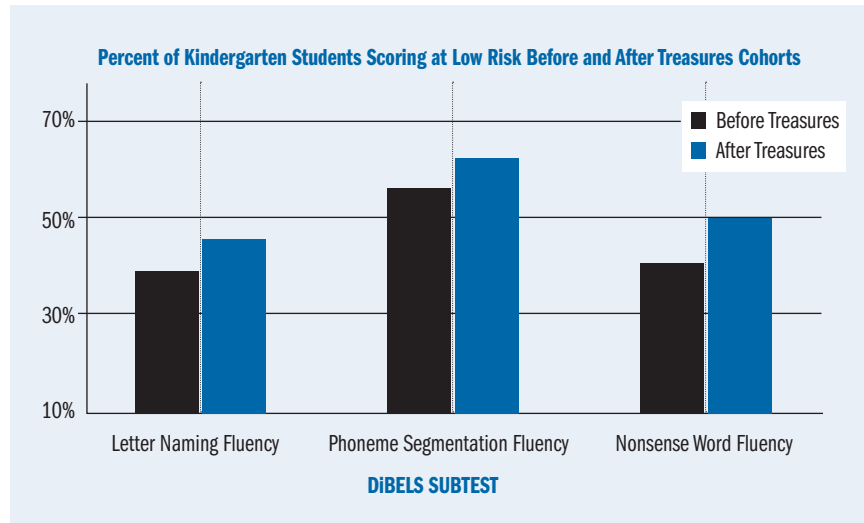
Summary

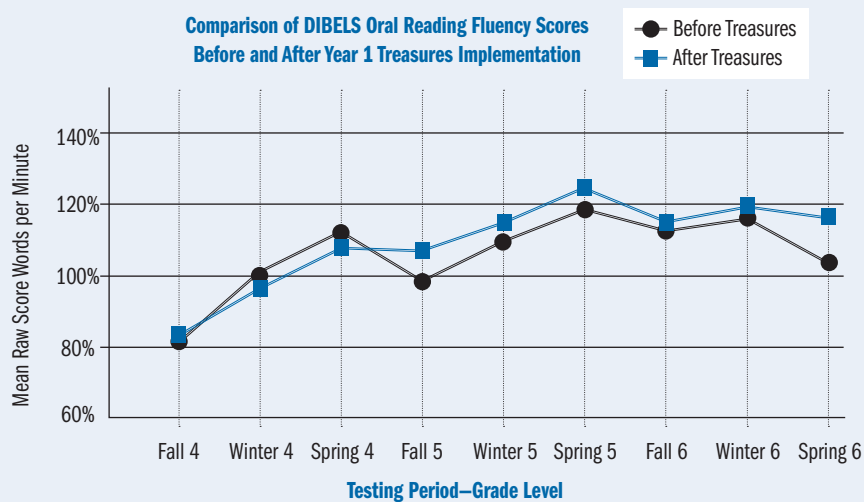
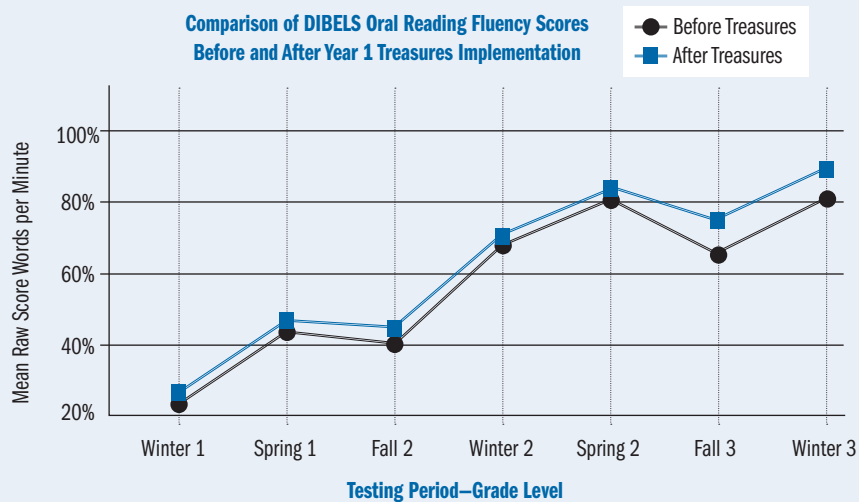
This Year 1 implementation report provides encouraging data with regard to the districts' implementation of the new *Treasures*, *Reading Triumphs*, and *Treasure Chest* programs, as well as the impact of these programs on student learning. Specifically, analyses of implementation data show the following:

- Teachers reported that after having been overwhelmed with all of the new program components in the beginning, they became increasingly more comfortable with the *Treasures* program over time.
- *Reading Triumphs* was also judged to be working well. While moving from a flexible system to a more structured instructional system was a challenge for some teachers, over time the value of the more structured and systematic approach is being recognized.
- Principals uniformly report being pleased with the instructional program, especially *Treasures*, as experience with *Reading Triumphs* and *Treasure Chest* was more limited.
- By and large, teachers were implementing the program as designed and using the components that the district had mandated.
- Administrators, literacy coaches, and teachers reported that they felt students were making good progress in reading. What they had seen in the past was described as a “flat-lining effect.” What they were seeing at the time of the site visits was steady growth, with students making slow progress from benchmark to benchmark. For these reasons, most teachers said that they would use the program in the future even if it were not mandated.
- Analyses of the DIBELS data present positive results. The data show that after only 1 year of use, students in the after-program-use cohort performed at a higher level than those in the before-program-use cohort in 30 out of 34 areas in early literacy and reading skills.

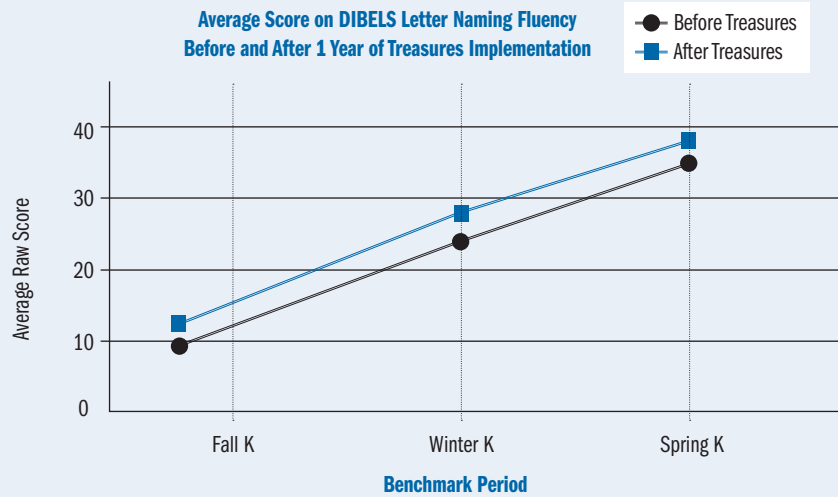
In addition, over half of the students in 20 of the 34 assessments were rated as proficient according to DIBELS benchmarks

Graphs of Reading Achievement On DIBELS Comparing Before and After Using *Treasures*

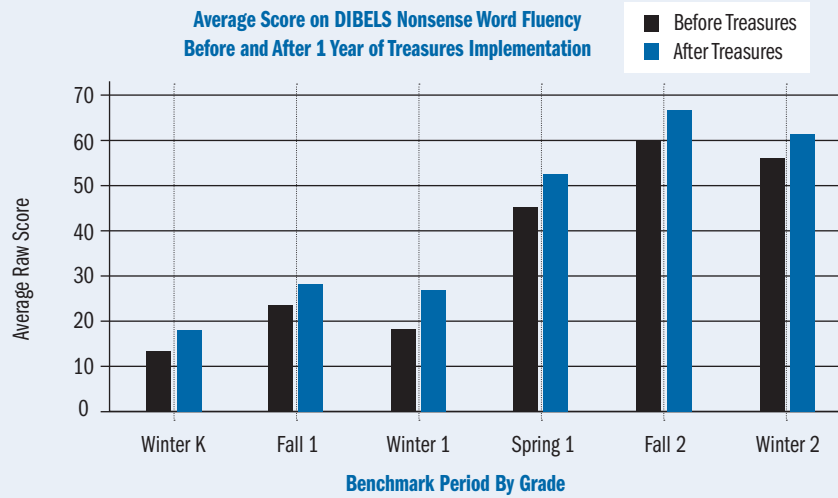




**Average Score on DIBELS Letter Naming Fluency
Before and After 1 Year of Treasures Implementation**



**Average Score on DIBELS Nonsense Word Fluency
Before and After 1 Year of Treasures Implementation**



An Independent Evaluation of *Treasures* and *Reading Triumphs* in a Rural School District Year 1 Program Implementation 2006-2007

MACMILLAN/McGRAW-HILL READING PROGRAM VS SCHOOL DISTRICT

Purpose of the Study

The VS School District¹ in a Western state adopted new reading curricula from Macmillan/McGraw-Hill for the 2006–07 school year. Teachers in five schools used the core reading curriculum, *Treasures*, along with *Reading Triumphs*, a program for struggling readers.² At the same time, Macmillan/McGraw-Hill asked Westat, a social science research firm in Rockville, Maryland, to undertake an evaluation of the curricula by looking at both implementation and student outcomes.

The 2006–07 study addressed the following questions:

- Are teachers using the curricula and its various components?
- Do teachers feel adequately prepared to use the curricula?
- Do teachers feel the curriculum meets the needs of their students?
- How well do the core and supplemental curricula work together?
- What factors at the school level/district level affect program implementation?
- How do students perform?

This report presents results from the first year of the evaluation. We provide an analysis of program implementation using data gathered from mid-year site visits to the schools, logs kept by teachers across several months, and end of year surveys. These data provide a rich picture of program start-up, program use, and program evolution as teachers and principals adopt and adapt the curricula. We also provide preliminary information on student performance, using data from the state assessment system.

In the evaluation's second year, we will add a comparison site in order to more fully determine the value added of the MM-H curricula.

Description of the Curricula

Treasures, the core curriculum, is a comprehensive research based reading curriculum designed to engage students and enhance reading proficiency. This curriculum is designed to be administered five days a week during a 90- to 120-minute reading/language arts block. It provides instruction in the five essential elements of early literacy (phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension strategies) and offers differentiated instruction for students who are approaching, on, or beyond grade level reading skills. The curriculum includes both small and large group instruction, leveled readers, and supplemental materials and activities, such as; theme projects, cross-curricular activities, and workstation flip charts. To gauge student understanding and monitor progress, the program offers several different techniques, such as; daily quick check observations, weekly assessments, running records, and unit and benchmark assessments.

Reading Triumphs is a supplemental program for struggling readers, students who are working below grade level. It is designed to be delivered in 45 minute sessions five times per week. Students can participate in *Reading Triumphs* for a summer, an entire year or for a limited amount of time during the school year, depending on their needs and how it is used in a particular school or system. *Reading Triumphs* is a stand-alone program that presents direct instruction for decoding skills, high-frequency words, vocabulary words and strategies, fluency, and reading comprehension skills. *Reading Triumphs* can be used as an intervention program in conjunction with *Treasures* or any other core curriculum.

1 We refer to the district as VS for confidentiality purposes.

2 There was also limited use of *Treasure Chest*, a program for ELL students; *Little Treasures*, the pre-kindergarten curriculum. This report concentrates on *Treasures* and *Reading Triumphs* because more of the respondents were familiar with these programs.

Sample and Methodology

The evaluation examined program implementation in all five VS regular schools serving K–6 students. In total, 65 teachers and approximately 900 students participated in the study. The evaluation used a variety of data collection techniques to get a look at the use of the curricula across the year. All schools received a site visit once in winter 2007; teachers were asked to keep logs of curriculum usage twice during the study period; and principals and teachers were surveyed in May. Assessment data were gathered from the existing measures used by the state.

Background on the VS District

VS District schools are county grade-level schools consisting of a pre-k, high-needs learning center; a primary (K–1) school; a pre-k through sixth-grade school; an elementary (grades 2–3) school; an intermediate (grades 4–5) school; and a middle school for grades 6–8. Each school has a literacy proctor to coordinate the delivery of reading instruction. The primary schools are strong, academically, and VS educators say that “no other school district in the state matches their scores.” However, the site visitors learned through informal conversations with principals and teachers that district students face specific challenges in reading early on. There was a wide readiness span in the half-day kindergarten program. Students at all levels were from working-class families

VS administrators adopted *Treasures* because they wanted a balance of the five major components of reading and wanted to teach reading explicitly through the 6th grade.

and demonstrated diverse instructional needs. According to administrators, the overall goal in the district is to “flood the students with reading instruction” in a system of “re-energized efforts to support students and learning in order to improve State Assessment Performance results.”

A few other district programs affected reading instruction. For example, the K–6 school had school-wide Title I and first grade Reading Recovery. Some of the teachers were taking college courses that would train them to apply this program. This was the first year of Reading Recovery implementation.

A Look at Early Implementation: Site Visit Data

Westat staff visited the VS District in March 2007. The researchers observed 16 randomly selected classroom teachers and literacy proctors in 6 schools over a one-week period.³

Reading Triumphs teachers also gave two thumbs up to Write-on Boards, the Student Practice Books; and Time for Kids.

The literacy proctors reported they felt that the program was meeting the needs of the students. “We are making more time for silent reading because students are requesting it.” “Students are able to go back and find details, “they are able to explain, and their responses are ten times better.”

Teachers reported that after feeling inundated and skeptical in the beginning, they became more & more comfortable with the *Treasures* program over time. *Reading Triumphs* was also judged to be working well. While moving from a flexible system to a more structured instructional system was a challenge for some teachers, the value of the more structured and systematic approach was recognized over time. By and large, teachers were implementing the program as designed and were using the components as recommended.

Leveled Readers drew unanimous praise. Teachers and literacy proctors gave high marks to the way lessons focused on specific skills; used strategies involving Graphic Organizers; used High-frequency words and Word Cards; took advantages of the Fluency Passages; and highlighted the benefits of Modeling Oral Reading.

Teachers were extremely complimentary of the alignment of the programs. For the most part, teachers were pleased with the way program components worked together and liked the effectiveness of the intervention curriculum, *Reading Triumphs*.

Staff reported that students had a positive response to the program. They enjoyed reading the leveled readers even when they were not in group time. During independent reading, they chose to read the books that they read already. They even read books from other levels (no matter their own level). They paired with other level students and read together. Staff also reported that students were making good progress in reading. What they had seen in the past was described as a “flat-lining effect.” What they were seeing at the time of the site visits was steady growth, with students making slow progress from benchmark to benchmark. One principal said, “I am most impressed with what I’ve seen with my low kids. They were just not getting it until now.”

³ This included the preschool center. However, the teachers and students from this center were not included in other parts of the evaluation because, due to the mid-year arrival of materials and pre-existing curriculum, program use was delayed.

Teacher Analysis Log data provide a detailed account of program use over a twelve-week period during the 2006–07 school year. These data document the frequency and perceived value of program components used to implement *Treasures* and *Reading Triumphs*. During the 12-week period, teachers completed two logs that documented six-week intervals of program use. A total of 128 logs were completed—114 for *Treasures* and 14 for *Reading Triumphs*. In our analyses, data from the two teacher logs have been consolidated to provide a semester-long view of strategy usage.

The following findings present a summary of teachers' responses to questions regarding program strategies, organized by program and grade level. We consider both frequency of use and the value teachers placed on the components.

Treasures

A total of 114 *Treasures* logs were completed during the 12-week time period. These logs represented data from all grade levels—11 from kindergarten, 19 from grade 1, and 84 from grades 2–6. In these grade levels, the majority (72 percent) of teachers reported using the *Treasures* program for 61–120 minutes a day, while 63 percent of grade 1 teachers extended their teaching time to use *Treasures* 121–180 minutes a day. Among these teachers, *Treasures* was most typically used within the reading/language arts block.

In general, the results show that teachers across the grade spans found *Treasures* strategies and components to be valuable and, for the most part, teachers were using these strategies as recommended by the curriculum.

Materials

The materials provided for the *Treasures* program vary by grade level, but there were some components that were common across all grades.

Unit Opener/Closer Activity

Unit Opener/Closer activities consist of projects and assignments that help introduce and discuss the subject theme for a given unit. For the most part these activities are similar across grade levels, with the exception of the

Audio CDs were used much more frequently in grades 2–6 than in grades K and 1.

Research and Inquiry activities that are found in the grade 1 curriculum only. Other Opener/Closer activities are: Theme Projects, Cross-Curricular Projects, and Independent Workstations. Overall, these projects and workstations were used by teachers in most grades. Of the grade level teachers, kindergarten teachers

were more inclined to incorporate these activities into their daily lesson. For instance, 55 percent of kindergarten teachers used the Theme Projects. Thirty-two percent of grade 1 teachers and 18 percent of grade 2–6 teachers used this activity 'frequently'.

Oral Language Activities

Oral language activities were used consistently by all kindergarten and first grade teachers. In addition, the majority (55 to 91 percent) of these teachers thought that these activities were high in value. Compared to the lower two grades, the use and perceived value of oral language activities among grades 2–6 teachers were more variable. The most frequently used and highly valued activities were: Build Background (87 percent, almost every time; 79 percent, high value) and Talk About It (84 percent, almost every time; 88 percent, high value). Listening Comprehension activities were used 'almost every time' by 73% of the grade 2–6 teachers. In fact, the same percent of teachers rated the Listening Comprehension activities as being high in value.

Phonemic Awareness activities were used by 100 percent of the kindergarten teachers almost every time they appeared in the Teacher's Edition.

Word Work/Vocabulary Activities

Kindergarten teachers closely implemented Word Work activities and thought them to be high in instructional value. The two most popular Word Work activities were: High Frequency Words and Phonics—91 percent of teachers used both activities almost every time they appeared in the Teacher's Edition. The activities with the highest value ratings were: High Frequency Words, Building Fluency, Phonics, and Handwriting, 82 percent of teachers rated each of these activities as high in value. Grade 1 teachers focused solely on phonics and high frequency words during their Word Work/Vocabulary instruction. Both phonics and high frequency word activities were rated high in value by the 100 percent of teachers who used them.

As might be expected, the use of phonics activities (e.g., introduce phonics, blend, decode phonic sounds) decreased in the higher level grades, although the value ratings remained high. Other word and vocabulary activities were used almost every time by at least 93 percent of upper grade level teachers. These activities include: Vocabulary (i.e., the vocabulary routine), Vocabulary strategies (e.g., use context clues, word parts), and the Read Vocabulary/Comprehension selection. The perceived value for these activities was rated equally as high.

Reading/Comprehension Activities

Reading and comprehension activities were adhered to by the majority of kindergarten teachers almost every time and they were rated as high in value. Grade 1 teachers used many reading activities almost every time. The regularly used activities are: Decodable Readers, Paired Selection, Get Ready Story, Main Selection, Build Fluency, Echo-Read, Developing Comprehension, Meet the Author/Illustrator/Photographer, and Research Study Skills. Many of these activities were thought to be high in value by at least 79 percent of grade 1 teachers.

In the upper levels between 89 to 98 percent of teachers used the following activities almost every time: Comprehension, Preview and Predict, Set Purpose, Read Main Selection, and Develop Comprehension. These activities may have been seen as most essential for reading and comprehension instruction for students. This assumption is supported by the large number of teachers reporting these activities to be high in value (between 85 to 96 percent of teachers).

Language Arts Activities

The majority of Kindergarten teachers used and valued the language arts activities. These activities include oral grammar and writing exercises. Most of these activities were used frequently by teachers and thought to possess instructional value. Grade 1 teachers chiefly used the 5-Day Grammar activities and 5-Day Spelling almost every time it was prescribed in the Teacher's Edition and rated these activities as being high in value. Activities relating to writing (e.g., 5-Day Writing and Write to a Prompt) were used frequently by more than half of teachers. In the upper grade levels, more teachers used the 5-Day Spelling component almost every time. As for value ratings, Word Study (i.e., Review Vocabulary) was reported by the greatest majority of teachers to have a high level of instructional value.

Leveled Reading

Leveled reading in the *Treasures* program is divided into four groups (ELL, Approaching-Level, On Level, Beyond Level) to provide differentiated reading instruction five days a week to all students. The VS District has a small number of English language learners (ELL); therefore the ELL 5-Day lessons were hardly ever used by any of the grade level teachers. In regards to the other three-leveled reading groups, frequency of implementation varied among teachers.

In observing and talking to the teachers, it was obvious that they valued the *Treasures* differentiated learning approach but needed to alter it to fit their school structure. As mentioned before, the school district is organized by grade level schools, with about two grades per school building. The teachers in these grade level schools work a team and instead of organizing leveled reading groups within a classroom, they organize leveled reading groups within the entire grade level.

For the *Reading Triumphs* program, there was a total of 14 logs completed during the 12-week time period. Unlike the *Treasures* program, log data were not provided for each grade level. There were 10 logs submitted for grades K–2 and 4 logs from the upper grade levels. As a result, only log data for the lower level grades will be discussed.

Among the K–2 teachers, *Reading Triumphs* was taught for 60 minutes or less a day. Three of these teachers used the program within the regular reading/language arts block, while six taught it as a pull-out intervention instruction in a special class. Overall results show that these teachers are closely implementing the *Reading Triumphs* program with little variation.

Materials

The *Reading Triumphs* curriculum for grades kindergarten through second is supplied with 12 instructional materials. Of the regularly used materials, the Student Practice Book and the Write-One Boards were used by all teachers almost every time it was suggested in the Teacher's Edition. Likewise, Letter Cards, Word Cards, and Alphabet/Sound Spelling cards were implemented almost every time by 70, 90, and 50 percent of teachers (respectively). Sound Boxes were reported to be used frequently by 40 percent of teachers.

For program materials there is a strong relationship between use and value. For instance, materials most frequently used were also rated as having a high value for literacy instruction. The materials rated by teachers as having highest value are: Student Practice Books (100 percent), Letter Cards (80 percent), Alphabet Cards/Sound-Spelling Cards (50 percent), Word Cards (100 percent), and Write-On Boards (100 percent).

Phonics/Phonemic Awareness

Working with Words activities for improving phonics and phonemic awareness skills were consistently used by all teachers and rated high in value. Almost all teachers (70 to 100 percent) used these activities almost every time they appeared and 80 to 100 percent of teachers reported that these activities have a high value.

Vocabulary

The frequency of use of vocabulary activities among the K–2 teachers was also high. The majority of teachers did the following activities almost every time they were prescribed in the Teacher's Edition: High-Frequency Words (100 percent), Vocabulary Strategies (70 percent), Review High Frequency Word Activity (90 percent).

Reading/Comprehension

Overall, reading activities were used frequently or almost every time they appeared in the Teacher's Edition and were perceived to be high in value. There are 14 reading and comprehension activities that appear throughout any given unit and 60 to 100 percent of the teachers used 10 out of the 14 almost every time it was suggested. These activities were: Build Fluency (90 percent), Choral Reading (60 percent), Comprehension: Analyze Story Structure (100 percent), Comprehension Check (100 percent), Take-Home Book/Story or main selection (100 percent), Before, During, and After Reading (70 percent), Building Background (90 percent), Retell, Predict, Compare/Contrast (80 percent), and Retell Story (90 percent).

Regarding value, 12 of the 14 reading activities were rated as being high in value. In addition, teachers reported that the prompts activity (e.g., Listening, Act It Out, Read the Picture) was valuable.

Program Implementation at the End of the Year: Principal and Teacher Survey Data

At the end of the school year, principals and teachers were surveyed to obtain their reflections on the use of the reading programs and how well they were working. The data reflect many of the same themes noted in the site visits and teaching logs, providing a well-substantiated picture of program implementation.

Methodology

Surveys were sent to principals and teachers in the five regular VS District elementary schools. Responses were received from all 5 principals and 63 out of the 65 teachers surveyed (97 percent). The surveys asked a series of similar questions about each of the programs. Since usage of the curricula differed across schools, different numbers of principals and teachers responded to each question set.

Principals Assessments of the Programs

Overall, end of year responses show that principals are pleased with the first year of implementation.

A series of questions were asked about some general features of the school and the population served. Principal responses indicate that the schools in the sample serve many students who would be considered “high needs” and are expected to meet the needs of a diverse student body (Table 1).

The biggest challenge cited was lack of full time kindergarten, minimal pre reading and reading readiness outside the schools, and too many students below grade level, each mentioned by 4 out of 5 principals.

Table 1.

Principals’ assessments of the challenges facing the schools

Impediment	Yes	No
Too many students below grade level	4	1
Transient population	2	3
Poor attendance	2	3
High poverty	3	2
Minimal pre reading and reading readiness experience in home	4	1
Lack of full time kindergarten	4	1
Multiple languages spoken at home	2	3
Needs of high performing students not being met	2	3

Second, we asked a series of questions about whether there were any impediments to implementation of the programs. Tables 2 and 3 show the responses

Table 2.

Principals’ assessments of impediments to implementation of Treasures

Impediment	Yes	No
Lack of teacher buy-in	0	3
Inadequate training	0	3
Teachers used to whole language approach	0	3
Teachers used to pure phonics approach	0	3

Table 3.

Principals’ assessments of impediments to implementation of Reading Triumphs

Impediment	Yes	No
Lack of teacher buy-in	0	3
Inadequate training	0	3
Teachers used to whole language approach	0	3
Teachers used to pure phonics approach	0	3

Next, we asked a general question about whether or not they would recommend each of the curricula to other principals (Table 4). The overwhelming response was “yes” for each of the programs.

Principals were unanimous in their positive endorsement of the program.

Table 4.

Number of principals reporting that they would and would not recommend the curricula to other principals

	Treasures	Triumphs
Would recommend	5	4
Would not recommend	0	0

The last series of questions asked about the effectiveness of the programs for different populations of students. Generally, principals reported that *Treasures* was very effective for Approaching and On Level students and moderately effective for Beyond Level students. (Table 5). All principals rated *Reading Triumphs* as effective for their students (Table 6).

Table 5.

Number of principals reporting that Treasures was effective or ineffective for various student populations

Student Level	Effective	Ineffective
Approaching	5	0
On Level	5	0
Beyond Level	5	0

Table 6.

Principals' assessments of the effectiveness of Reading Triumphs for various student populations

Student Level	Effective	Ineffective
Approaching Level	5	0
Special education	5	0

Teachers' Assessments of the Programs

Of the 63 respondents to the teacher survey, 81 percent identified themselves as teachers, 10 percent as intervention teachers, and 5 percent as "other." The largest number of respondents came from grades 2 and 3; only 5 percent of the teachers taught reading at the 6th grade level.

Table 7 presents additional information on the characteristics of the teachers. As the table shows, the vast majority of the teachers are White and female, hold a bachelor's or masters degree, and has a standard teaching credential. Only 10 percent have a certificate of endorsement for teaching reading. On average they have taught for 12 years, with 4 years in their current school.

Table 7.*Teacher background and experience*

Teacher Characteristic	Percent
Gender	
Male	3
Female	92
Race	
African American	0
Hispanic	3
White	89
Other	8
Highest degree attained	
BA/BS	56
MA/MS	38
Multiple MA/MS	0
Ph.D. or ED.D.	0
Other	2
Type of teaching credential	
Uncredentialed	0
Temporary/provisional/emergency	2
Probationary	11
Regular/standard	83
Certificate or endorsement for teaching reading	10
Average number of years teaching	12
Average number of year in current school	4

Table 8 presents data on the students instructed by these teachers. The table shows that on average there are 17 students in a class, with 8 classified as approaching level, 10 as on level, and 7 beyond level. The average number of ELL students is 5.

Table 8.*Characteristics of reading classrooms*

	Number
Average size of reading class	16
Average Number of students classified as	
Approaching Level	10
On Level	18
Beyond Level	9
Average number of ELL students	3

Use and Assessment of *Treasures*

Several survey questions asked teachers about the extent to which the prescribed aspects of the *Treasures* program were used. Approximately 54 percent indicated that they usually finished the prescribed lessons described in the Teacher's Edition.

Table 9.

Prescribed components frequently left out of lessons

Component	Percent of teachers
Writing	13
Grammar	5

When specifically asked why some components were not used frequently, teachers indicated that they left components out because the material was covered elsewhere (Table 10).

Table 10.

Reasons for eliminating a prescribed component

Reason	Percent
Material covered elsewhere	55
Too difficult	5
Don't have materials	0
Too easy	5
Can't do everything/Not high priority	28
Not required by district	3

Teachers were also asked a series of open-ended questions about the parts of the program that they found most useful. For the most useful components teachers responded.

Word Study/Vocabulary

Leveled Readers

Basal/Main Selection

Comprehension/Retelling

When a new program is introduced it is important that teachers receive training to familiarize themselves with the program and how it can be used. Questions addressed training and how well it was received. Survey responses show:

- Ninety-five percent of the teachers indicated that they received training to teach *Treasures*, some from more than one source.
- The average amount of training was 8 hours. Training was generally provided by a Macmillan/McGraw-Hill trainer (95 percent)
- The most common format was a single workshop (70 percent).
- Approximately 63 percent of the teachers rated their training as adequately preparing them to teach the program.

When asked what kinds of additional training would be of benefit, the most frequent suggestions were

“Short initial training with follow-up”

“Training or video by a teacher who has used the program”

Additional questions addressed perceptions of the *Treasures* program with regard to its use with students. First we asked about the pace of the program, whether it was on target, too slow or too fast. About 75 percent of the teachers said that the pace was just about right; the remainder indicated that they found it too fast.

Second, we asked about the effectiveness of the program for students at different levels of reading skill. The highest ratings were given to the effectiveness of *Treasures* for the On Level student, with 98 percent of the teachers rating it as effective. The program was rated effective for Approaching Level readers by 93% of the teachers.

Finally, teachers were asked if they would continue to teach the *Treasures* program, if given the choice and what advice they would give to a new teacher about to use *Treasures*. Teacher’s responses indicated strong support for the program as 98 percent indicated that they would continue to use the program, if given a choice. As for advice offered to new teachers by far the most frequent suggestion was

- “Don’t try to do it all at once; gradually add as you become familiar with the program.”
- “Be patient; get familiar with the components”

Use and Assessment of *Reading Triumphs*

Nine teachers indicated that they used *Reading Triumphs*. These teachers filled out a series of questions similar to those for *Treasures*. First we asked about components used and components frequently left out. Similar to *Treasures* 44 percent of the teachers indicated that they usually finished the lessons as described in the Teacher’s Edition. Sixty-seven percent indicated that there was a part of the lesson that they frequently left out. (Table 11). The primary reasons for leaving material out were “can’t do everything/not high priority” (Table 12).

Table 11.

Prescribed components frequently left out of lessons

Component	Percent
Writing	13
Grammar	5

Table 12.

Reasons for eliminating a prescribed component

Component	Percent
Material covered elsewhere	14
Too difficult	0
Don’t have materials	0
Too easy	14
Can’t do everything/Not high priority	57

When asked which components were judged to be most useful, teachers identified the following:

- Phonemic Awareness/Phonics
- Word Study/Vocabulary
- High Frequency Word/Cards
- Main Selection
- Practice Books
- All components
- Teacher's edition

Training for *Reading Triumphs* was more limited than that offered for *Treasures*. Nonetheless, ratings of adequacy of preparation were quite similar. Survey responses show:

A teacher commented—"I especially like the phonemic awareness, structural analysis, and phonics sections. My kids who are in *Triumphs* needed lots of phonemic awareness and phonics. The progression of skills was excellent in both areas, and the stories tied in very well."

- Forty-four percent of the teachers indicated that they had received training to teach *Reading Triumphs*
- The average amount of training was 7 hours. All training was provided by a Macmillan/McGraw-Hill trainer.
- The most common format was a single workshop. Others reported they had a workshop plus additional training, or they participated in a two to three day workshop.
- Approximately 75 percent of the teachers rated their training as adequately preparing them to teach the program.

When asked what advice they would give to a new teacher starting the program, teachers suggested

- "Establish routines"
- "Become familiar with the components; be patient"

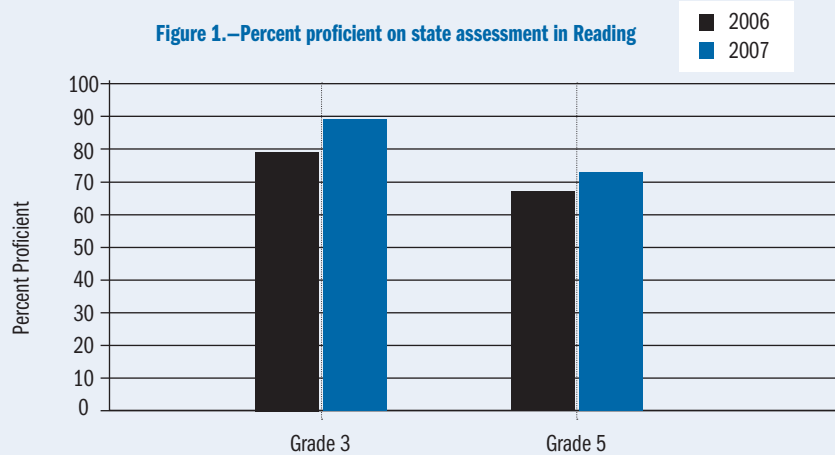
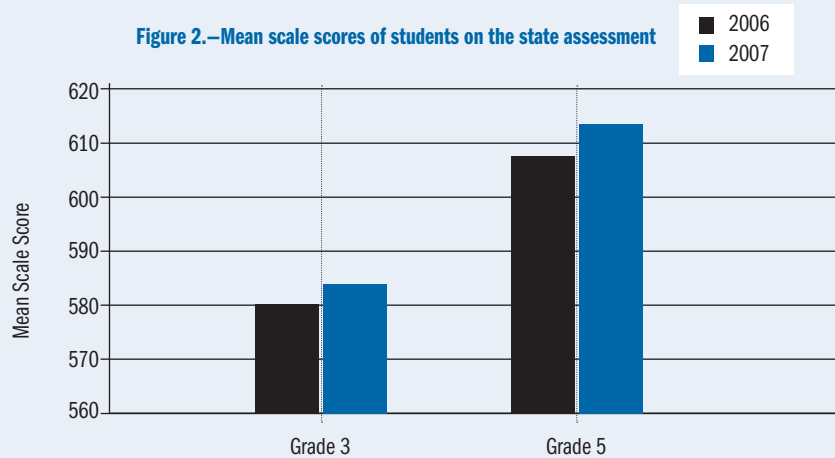
The next series of questions addressed use of the program with students taken together. The responses provide a positive picture. About half the teachers said that the pace of the program was just about right. Further, when asked about its effectiveness, the majority of teachers said the program was "very/moderately effective" for both Approaching Level and special education students, and 75 percent answered that they would continue to teach the program, if given a choice.

Impacts on Student Achievement

The VS District uses a state/NWEA assessment to monitor performance in reading. We examined performance on select grade levels of the test to see if any short-term impact of performance emerged.

Figure 1 presents district-wide data for the State Assessment on grade 3 and 5 starting in 2006 and going through 2007. This figure shows the mean of students who scored proficient over the two-year period.

Inspection of the data indicates a general upward trend over the years examined. An average of 80% of students scored at the proficient level across grades 3 and 5.

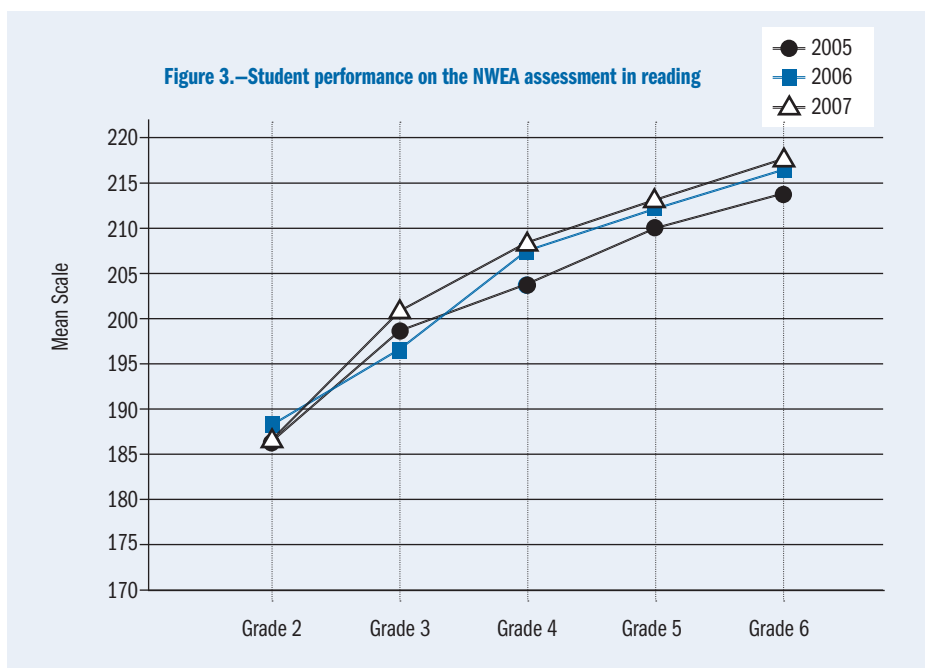
Figure 1.—Percent proficient on state assessment in Reading**Figure 2.—Mean scale scores of students on the state assessment**

Overall Summary

Analyses of data from the VS District show that the implementation of *Treasures* and *Reading Triumphs* is progressing very well in the first year of implementation. Principals and teachers cite many program strengths.

It is especially noteworthy that overwhelmingly principals say that they would recommend the program to other principals and that teachers say that they would continue to teach the program if given a choice. In a district where some teachers showed resistance to using a new program, end of year judgments are impressive.

In addition, assessment data show a general upward trend over time.



Background of the Study

District G in the rural South adopted *Reading Triumphs*, a new reading curriculum for struggling readers from Macmillan/McGraw-Hill, for the 2006–07 school year. At the same time, Macmillan/McGraw-Hill asked Westat, a social science research firm in Rockville, Maryland, to evaluate program implementation and student outcomes.

The Westat study addressed the following questions:

- Are teachers using the curriculum and its various components?
- Do teachers feel adequately prepared to use the curriculum?
- Do teachers feel the curriculum meets the needs of their students?
- How do students perform?

This report presents results from the first year of this evaluation. The focus of the first year's work was to closely examine program implementation and to begin to gather data on student performance.

In this report we provide an in-depth analysis of program implementation using data gathered from mid-year site visits to the schools, logs kept by teachers across several months, and end-of-year surveys. These data provide a rich picture of the start-up, use, and evolution of the program implementation as teachers and principals adopt and adapt the curriculum. We also provide information on student performance.

Background of the District

District G is close to both Jackson, Mississippi, and Memphis, Tennessee. The city population is approximately 19,000. The district enrolls approximately 4988 students in 13 schools. There are four elementary schools participating in the research study. The racial/ethnic composition of the district is 93% African American, 6% Caucasian, and 1% Hispanic.

In the 2005–06 school year, the percentage of students reading at a minimal level in grades 2–6 ranged from 8.2 percent for second-graders to 19 percent for sixth-graders. On average, 59 percent of students in those grades were proficient in reading and 47 percent were proficient in language arts according to their state test. The average percentage of economically disadvantaged students in grades 2–6 scoring basic or above in reading was 87.

In 2006, 85 percent of children in the district schools were for eligible free lunch, and all four elementary schools were in the Title I and Reading First programs.

Principals from the elementary schools said that their greatest challenges were that too many students function below grade level and come from high poverty situations. Three principals also indicated that there were minimal prereading and reading readiness experiences provided in the home.

All four principals said that their greatest challenges were that too many students function below grade level and come from high poverty situations. Three principals also indicated that there were minimal prereading and reading readiness experiences provided in the home.

Students often migrated from school to school but rarely left the county. One principal said that her school had 187 “new” students in school year 2006–07. When asked where the families came from, the principal said that almost all of the new students came from one of the other District G schools.

Sample and Methodology

All four elementary schools adopted *Reading Triumphs*. In these four schools, 57 teachers used the program with 850 students, the vast majority of whom were in grades K–3. As a supplemental program, *Reading Triumphs* was delivered in a variety of ways. According to data provided by teachers' logs, the program was offered as follows:

- 7 percent within the reading language arts block;
- 36 percent before or after school;
- 55 percent as a pull-out instructional session in a special class; and
- 1 percent in some other fashion.

Our study involved a census of these participants, examining their use of the program through a variety of data collection techniques. Site visits were conducted in all schools; teachers were asked to keep logs of their use of the curriculum twice during the second semester; all principals and participating teachers received surveys at the end of the year; and all participating teachers employed DIBELS, a widely used set of short assessments, to address a variety of early reading skills.

Program Implementation

An Initial Look at Program Implementation: Site Visit Data

Site visits to all four schools were conducted in January, 2007. Data were gathered from teachers across the K–6 grade levels, principals, assistant principals, and literacy coaches. The findings from the site visits are summarized around three themes:

- Initial reactions to the program;
- Extent of implementation; and
- Perceived impacts on student achievement.

Initial Reactions to the Program

Principals. Unanimously, principals said, “We love the *Reading Triumphs* program!” They said that the program “comes at reading intervention from a different angle.” The principals felt that the *Reading Triumphs* Picture Cards were a tremendous help for establishing and enriching students’ prior knowledge. They also praised the abundance of quality nonfiction literature in the Student Edition. They said that the children were fascinated with the new concepts presented in the program.

Unanimously, principals said, “We love the *Reading Triumphs* program!”

Principals said that organization of the school day was the key to helping their teachers make the curriculum work. School began at 7:30 a.m., and the intervention students were bused home at 4:30 p.m. Some of the intervention students received extra help from reading specialists during *Reading Triumphs* pull-out sessions during the school day; others received help from tutors in small groups after school, and many were served in both sessions. Principals and literacy coaches called this “double dipping.” There was a consensus among principals that these “two-shots-a-day” children were making great progress in comprehension and fluency using the *Reading Triumphs* intervention program.¹

Literacy Coaches. All four literacy coaches expressed great satisfaction with the *Reading Triumphs* program and felt that it fit in nicely with the Reading First philosophy. Two even said that the *Reading Triumphs* program was the best intervention program that they were aware of. One said that at a recent reading conference, she identified Treasures as a curriculum that she would love to have at her school. She even ordered a few components of that curriculum because she was concerned about the students’ transition from *Reading Triumphs* to their current basal program, MM-H Reading 2003. She became aware of the advantages for students’ transitioning from the *Reading Triumphs* intervention program directly into an Approaching *Treasures* group. She brought back samples of the *Treasures* program for her colleagues since reading and language arts adoption was coming up during the next school year. These materials were well received by other coaches.

1 This study did not look specifically at the progress of students getting “two-shots-a-day.” Future research might want to examine the effects of this strategy.

One of the strongest aspects of the *Reading Triumphs* implementation in District G was that the district used tutors that were required to come from a pool of credentialed retired teachers with an average of 20 years of teaching experience who were licensed elementary teachers. They were often trained by the *Reading First* or Reading Recovery programs. These specialists, sometimes called “instructional interventionists,” liked the pacing of the curriculum, which they taught in 50-minute blocks of tutoring time. They felt that the program was especially strong in phonics and phonemic awareness.

Reading coaches felt that the *Reading Triumphs* program fit in nicely with the *Reading First* philosophy.

Teachers. The teachers praised the repetition of skills and strategies in *Reading Triumphs*, which they felt was responsible for very positive improvement in student comprehension. They said that boys and girls in equal numbers enjoyed the literature, and boys appeared to be more engaged with this curriculum than they have been with any of the past curricula. Teachers thought that there was a good balance of fiction and nonfiction in the student books. All teachers said that the division of the lessons into “I Do,” “We Do,” and “You Do” was a very effective way to present the material. Given the opportunity, they all would continue to teach using this program.

The only problem that teachers mentioned had nothing to do with the curriculum; rather, was the universal problem of time. Pulling children out of the classroom is problematic because of what children miss while they are in intervention, and sometimes the children in after-school intervention have already read the story because it was used during the day.

Extent of Implementation

Westat staff observed 19 *Reading Triumphs* lessons over a one-week period. During these observations, it was noted that teachers never strayed from the specific written directions for each lesson. Teachers said that they always adhered to the Teacher’s Edition (TE) because it is important to follow all of the steps. They did not supplement the program and used only the materials that came with it. They said that *Reading Triumphs* was already a good program and that the way to make it effective for the students was to follow it to the letter as printed. There were no observed exceptions to this fidelity of implementation.

After observing three veteran teachers after school, we conducted a collaborative interview. One of the teachers had been teaching reading for 31 years. Although she was officially retired, she taught *Reading Triumphs* K–1 reading intervention three days a week. The second teacher was a former literacy coach and Reading First teacher who retired with 30 years of teaching experience. She was currently teaching reading intervention in four 30-minute rotations. The third teacher had been teaching reading for eight years and was currently teaching grades K–1 intervention during the day. All three teachers were extremely complimentary of the *Reading Triumphs* program. They agreed that compared to other reading programs that they had taught, *Reading Triumphs* had a superior “progression.”

All three teachers agreed that compared to other reading programs that they had taught, *Reading Triumphs* had a superior “progression.”

Perceived Impacts on Student Achievement

Principals and literacy coaches unanimously expressed assurance that the *Reading Triumphs* program was meeting the needs of “both teachers and students.” Students were engaged in every lesson, which had not been the case in the past. Students responded with excitement to the literature in *Reading Triumphs*. It was rich and held their attention. Teachers were excited about the student progress they were witnessing.

Teachers agreed that it was too soon to tell by test scores how the program was affecting students academically, but they all believed that *Reading Triumphs* gave intervention students the reinforcement that they needed to be successful in the classroom eventually. They mentioned great success with word study and vocabulary as well as comprehension. They said that many of their students improved on the Weekly Assessments and that these tests let teachers know when the students were ready to exit the program.

Teachers also found that *Reading Triumphs* was addressing the most profound weakness for their students—their lack of prior knowledge and dearth of experiences that lead to rich vocabularies.

Literacy coaches were pleased that the three major challenges in literacy development in District G had been thoroughly addressed using *Reading Triumphs*: 1) the prior-knowledge level of the students; 2) the lack of encouragement at home; and 3)

the large number of new students each year. Picture and Vocabulary Cards as well as the quality of the nonfiction literature greatly helped in establishing students’ foundational prior knowledge. The repetitive nature and spiral design of the lessons also helped build background necessary for comprehension. Parents were pleased with the program and expressed pleasure in seeing reading improvement and enthusiasm for reading in their children. Students in all four schools in the district were already familiar with *Reading Triumphs*, and because all schools followed the TE, students did not miss lessons when they relocated.

A Look at Program Implementation at Mid-Year: Teacher Logs

According to teacher interviews and observation data, District G teachers always adhered to the Teacher's Edition when implementing the *Reading Triumphs* program. To confirm this assertion, teachers were asked to log their program use over a 12-week period by completing the Teacher Analysis Log. This log documents the frequency and perceived value of every component, strategy, activity, and material offered in the *Reading Triumphs* program. Teachers are asked to report whether they used a component never, rarely, frequently, or almost every time it was mentioned in the Teacher's Edition. In addition, teachers were to rate the value of an activity or component on a Likert scale—high, okay, low, and don't know. In this section, we provide a summary of the log data.²

During this 12-week period, teachers completed two logs that documented 6-week intervals of program use. Eighty-eight logs were completed across the two intervals.

The majority (86) of these teachers reported that they use the *Reading Triumphs* program between 30 to 60 minutes per day either as a pull-out intervention (55 percent) or as a before- or after-school intervention program (36 percent). To document a comprehensive picture of program implementation, logs mirror the organization of the Teacher's Edition and provide implementation information relating to the following six areas:

- Program materials;
- Phonics/phonemic awareness;
- Vocabulary;
- Fluency;
- Reading and comprehension; and
- Monitoring progress.

Materials

Kindergarten–Grade 2. Teachers of the lower grades used many of the materials consistently. In a complete *Reading Triumphs* program for these grade levels, teachers should receive 12 items to assist them with literacy instruction. Over the 12-week log analysis period, 63 to 83 percent of teachers used nine of these items almost every time they were mentioned in the Teacher's Edition. The items included all of the instructional cards (e.g., comprehension, letter, photo, word), Student Practice Books, Write-On Boards, and the Sound Box. The three remaining materials—Anthologies with Audio CD (36 percent), the Puppet (58 percent), and the Readers with Audio CD (43 percent)—were not used by the majority of teachers.

Grades 3–6. For the upper level grades, nine items accompany the *Reading Triumphs* program—four of them were used almost every time by the majority of teachers and five were not used by the majority of teachers. The four materials almost always used were Comprehension Cards (48 percent), Student Practice Books (71 percent), Word Cards, (65 percent), and Write-On Boards (52 percent). Of these items, 65 to 83 percent of teachers reported that they were high in perceived value. The five materials that were not used by a large percentage of teachers were Anthologies with Audio CD (38 percent), the Puppet (96 percent), Letter Cards (83 percent), and Photo Cards (58 percent). Similar to the lower level teachers, many of the grade 3–6 teachers did not use the Anthologies with Audio CDs, but half of them rated it high in value.

Phonics/Phonemic Awareness

Kindergarten–Grade 2. Working with Word activities were highly used and valued by teacher in both grade-level groupings. These activities include phonics and structural analysis instruction and review, and alphabet recognition and review for kindergarten students. Among these teachers, 73 to 80 percent used all Working with Words activities almost every time the topic appears in the Teacher's Edition. Even though 80 percent of kindergarten teachers used the Alphabet Recognition activity and the Alphabet activity almost every time, it is worth noting that 20 percent of these teachers never used these components. Despite this finding, all kindergarten teachers were unanimous in rating a high level of value for those specific activities.

² When appropriate, this section will discuss findings as they relate to grade-level groupings because the materials and strategies provided in the *Reading Triumphs* program may differ between lower (K–2) and upper (3–6) grade levels.

Grades 3–6. Frequencies of use and value ratings were slightly more dispersed for the decoding activities in the upper level grades. These activities are similar to the Working with Words activities for the lower level grades—they include phonics and structural analysis instruction and review. The bulk of frequency of use ratings falls within two categories—frequently and almost every time. For example, 20 percent of teachers frequently do both phonics and structural analysis activities, and 60 percent do these activities almost every time. These two activities appear later in units as reviews, and slightly fewer teachers teach these reviews almost every time they are instructed to do so in the Teacher’s Edition.

The majority of the upper grade-level teachers rated these activities as high in value—the Phonics activity yielded the greatest response (77 percent).

Vocabulary Activities

Grades K–6. Usage and value ratings of vocabulary activities were similar for both grade-level groupings. All activities and strategies were used almost every time by the majority of teachers, except for the Use the Dictionary/Thesaurus activity. Among the kindergarten to second-grade teachers, 48 percent did not use this activity. As a result the value ratings were mixed—high (28 percent), okay (23 percent), low (18 percent), and don’t know (33 percent). This same activity was used frequently by 46 percent of the upper grade-level teachers, and over half (55 percent) perceived it to be high in value. All other vocabulary strategies and activities yielded 70 to 98 percent of the high value rating across all grades.

Fluency

Grades 3–6. Fluency activities were concentrated most heavily in the upper grade levels and were used frequently and almost every time among the majority of teachers. For instance, 50 percent of teachers used the Phrase-Cued Text activity and Echo Reading frequently, while activities like Timed Reading and Choral Reading (50 percent and 54 percent, respectively) were used almost every time. The majority of value ratings were also spread across two categories—high and okay. Between 49 and 70 percent of teachers rated these activities as high in value, and between 17 and 28 percent rated them moderately.

Reading/Comprehension

Grades K–6. In this category of activities and strategies, nearly everything was used almost every time and was perceived to be high in value except for the writing-related reading and comprehension activities. Among lower grade-level teachers, the Write activity, which includes daily writing prompts and dictation, was never used by 33 percent of teachers and rarely used by 13 percent. As a result, 40 percent of teachers did not know how to rate its value. On the other hand, 30 percent did use this activity almost every time it was mentioned, and 35 percent perceived it to be high in value. Among the upper grade-level teachers, frequencies for the Write About It activity ranged across all use categories: never, 18 percent; rarely, 21 percent; frequently, 32 percent; and almost every time, 30 percent. The value rating for this activity was slightly more cohesive, with a high value rating from 49 percent of teachers.

Monitoring Progress

Grades K–2. Similar to the other lesson areas, monitoring progress activities were used at a fairly high rate of fidelity to the program. The Corrective Feedback strategy was used most consistently by teachers (78 percent almost every time), and 88 percent of teachers thought this strategy was high in value. In addition, Quick Checks came in as a close second for the most consistently used and valued monitoring activity—68 percent used this almost every time, and 83 percent rated it high value.

All but two other monitoring activities were used by the majority of teachers almost every time they were mentioned in the Teacher’s Edition and were rated high in value. Those two activities are Mid-Unit or End-of-Unit tests and the Class Record-Keeping Chart. Although the majority (48 percent) of teachers thought that the Mid-Unit/End-of-Unit tests were highly valuable for monitoring literacy development, frequencies of use percentages were mixed.

Grades 3–6. Similar to the lower grade levels, a small handful of monitoring progress activities stood out from the rest. In comparison to the other monitoring progress activities, Corrective Feedback was most consistently used and valued by the greatest percentage of teachers (73 percent used it almost every time, and 81 percent thought it was of high value). The Fluency Assessments were also used almost every time by the greatest percentage of teachers (60 percent) and highly valued by most (77 percent). In this grade level group, usage of the

Mid-Unit/End-of-Unit tests varied widely, with 20 percent to a little over 30 percent of teachers selecting each response category. Nonetheless, the tests were thought to be high in value by 45 percent.

A Look at Program Implementation at the End of the School Year: Surveys

In addition to the site visit and log data, principals and teachers were surveyed at the end of the year to obtain their reflections on the use of the reading programs and how well they were working. Surveys were sent to principals and teachers in all District G elementary schools. The response rate was high—responses were received from all four principals and 47 of 58 teachers (80 percent). The responses reflect many of the same themes noted in the site visits and reinforce the conclusion that the program is well received and is perceived to be benefiting the District G students.

Principals' Assessments of Reading Triumphs

Overwhelmingly, principals appear to have a positive assessment of program implementation; they are very pleased with the first year of implementation. Surprisingly for a new program, only two principals reported any impediments to implementation (Table 1).

Table 1.
Principals' assessment of impediments to implementation of Reading Triumphs

Impediment	Yes	No
Lack of teacher buy-in	0	1
Lack of materials	0	1
Teachers used to whole language approach	1	0
Teachers used to pure phonics approach	0	1
Mismatch of curriculum to students' needs	0	1

Consistently, principals found *Reading Triumphs* to be effective with their students (Table 2). Impressively, all principals indicated that they would recommend the program to others.

Table 2.
Principals' assessments of the effectiveness of Reading Triumphs for various student populations

Student Level	Very effective	Moderately effective	Moderately ineffective	Very ineffective
Approaching level	3	1	0	0
Special education	3	0	0	0

Principals' comments help to explain their strong endorsement of the program:

- “It’s teacher friendly, well planned and aligned with benchmarks.”
- “Stories are shorter for struggling readers.”
- “Teachers have all been supportive of the gains achieved by its implement-tation.”
- “It’s wonderful.”

Teachers' Assessments of *Reading Triumphs*

Teachers' assessments of the program support those of principals. Across both grades and schools, the program was well received. First we describe the teacher population, and then we present their responses.

District G Teachers

The teachers who participated in the survey include classroom teachers, intervention teachers, and other teaching personnel. The majority taught students in grades K–3 (Table 3).

Table 3.

Percentage of respondents teaching at each grade level

Grade	Percent
Kindergarten	26
Grade 1	23
Grade 2	18
Grade 3	38
Grade 4	4
Grade 5	11
Grade 6	9
Combination class	2
English language learners	0
Special education	2

NOTE: Percents do not add to 100 because respondents could teach more than one grade.

The vast majority of the teachers are African American and female, hold a bachelor's or master's degree, and have a standard teaching credential. Nearly one-third have a certificate or endorsement for teaching reading. The teaching population is stable and experienced. On average they have taught for 21 years, with 8 years in their current school (Table 4).

Table 7.
Teacher background and experience

Teacher Characteristic	Percent
Gender	
Male	2
Female	94
Race	
African American	70
Hispanic	0
White	23
Other	2
Highest degree attained	
BA/BS	45
MA/MS	45
Multiple MA/MS	2
Ph.D. or ED.D.	2
Other	2
Type of teaching credential	
Uncredentialed	6
Temporary/provisional/emergency	2
Probationary	0
Regular/standard	87
Certificate or endorsement for teaching reading	32
Average number of years teaching	21
Average number of year in current school	8

Use and Assessment of *Reading Triumphs*

To follow up on the observations from the site visits and get a better idea of how the program was implemented, we asked about components used and components frequently left out. Eighty-two percent of the teachers indicated that they usually finished the lessons as described in the Teacher's Edition. Only 14 percent indicated that they frequently left out a part of the lesson, and no one part was cited as typically being omitted.

When asked which components were judged to be most useful, the teachers identified the following: Word Study/Vocabulary, High Frequency Word Cards, White Boards, and Assessments.

When asked which components were least useful, teachers replied as follows:

- "All of the components of the *Reading Triumphs* materials are useful."
- "I didn't find anything that was not useful."
- "I think that all of the components work together to make the program a success."
- "No component, in my opinion, was least useful. To me, all components contribute to a child's reading fluency."

"The weekly assessment and the mid-unit assessment were the most useful. These assessments let me know if the students are ready to exit the program."

A critical component of a new curriculum is training to use the materials. Ninety-five percent of the District G teachers indicated that they received training for *Reading Triumphs*, most frequently by a Macmillan/McGraw-Hill trainer (95 percent); some also received training from someone in the district (26 percent). Further:

- The average amount of training was five hours. Sources of training included a Macmillan/McGraw-Hill trainer (22 percent), a district trainer (83 percent), and other persons (2 percent).
- The most common format was a single workshop (67 percent). An additional 29 percent reported they had a workshop plus additional training, and 5 percent reported participating in a two- to three-day workshop.
- Approximately 95 percent of the teachers rated their training as adequately preparing them to teach the program.

The final series of questions addressed use of the program with students. Taken together, the responses provide a positive picture. Most teachers (73 percent) said that the pace of the program was just about right, although 22 percent said it was too slow and 2 percent said it was too fast. Further, when asked about its effectiveness, the majority of teachers said the program was very effective for both Approaching level and special education students. And 93 percent answered that they would continue to teach the program, if given a choice.

Teachers' comments included the following:

- “*Reading Triumphs* gives the Approaching level students the reinforcement that they need to be successful in the classroom. The special education students are also able to have success in this program.”
- “The advantages of using *Reading Triumphs*, for me, are the step-by-step procedures which are given in detail and the reinforcement of skills. *Reading Triumphs* is an excellent program for small groups.”

When asked what advice they would give to a new teacher just starting the program, teachers said:

- Follow the Teacher's Edition closely;
- Become familiar with the components;
- Be patient; and
- Attend all trainings and workshops.

Student Reading Performance

Student performance was measured using the DIBELS tests. DIBELS tests are a set of standardized, individually administered measures to test fluency in the areas of Initial Sounds, Letter Naming, Phoneme Segmentation, Nonsense Words, and Oral Reading. The components of the instrument have demonstrated sound psychometric properties, are appropriate for young children, and are highly predictive of later reading achievement.

The DIBELS benchmark assessment was administered to all students in 2006–07 at the beginning (fall), middle (winter), and end (spring) of the school year.

Data were collected from students in all four participating elementary schools (Table 5). Because the program is designed as a special intervention for struggling readers, the number of students targeted is different for each grade level and school. Specifically, while the sample sizes for grades K–3 are large, those in grades 4–6 are quite small. In addition, schools 1, 3, and 4 had students from grades K–6, but school 2 had no participants from grades 4–6. Finally, not all the students were assessed three times.

Table 5.

Number of participating students, by school and grade

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
School 1	18	17	10	10	11	8	10
School 2	69	87	71	81	0	0	0
School 3	96	84	74	85	7	10	8
School 4	6	10	22	26	10	8	12
Total	189	198	177	202	28	26	30

To analyze the data, we first compared student achievement by grade level against the DIBELS benchmarks. Then we measured students' reading skill development by comparing the benchmark performance across three testing periods.

Table 6 displays students' proficiency levels by grade and assessment, using the DIBELS benchmarks to determine those levels.

- In general, kindergarten and first-grade students demonstrated a high level of proficiency in all assessment areas and periods. In the majority of the assessments, over half of the students were proficient (i.e., low risk or established). The percentages for Phoneme Segmentation Fluency (PSF) for kindergarten in spring and for first-graders in winter and spring, respectively, exceeded 90 percent. This finding is especially impressive given that these students were identified as struggling, and their performance is compared to benchmarks that are normed to a general population.
- Student achievement levels for grades 2–3 were lower but did show an increasing trend.
- Data from grades 4–6 were insufficient to report on. The lack of data is a result of the low and varying attendance of the older elementary students in the after-school program and the frequent absences of the teachers assigned to teach the classes to these students. One teacher actually quit in the middle of the school year and could not be replaced. Also, some students in the after-school sessions were identified for participation because of needs in math instruction and actually received very little exposure to the *Reading Triumphs* program. Nonetheless, these students were tested with DIBELS and the scores were included with the mix.

Table 7.

Comparison of assessment results between 2005–06 and 2006–07 cohort students, by grade and assessment in raw score

Assessment	Number of students	Proficiency Level		
		At risk/deficit	Some risk emerging	Low risk/established
<i>Grade K fall</i>				
Initial Sound Fluency	184	33.2%	36.4%	30.4%
Letter Naming Fluency	184	25.5	17.4	57.1
<i>Grade K winter</i>				
Initial Sound Fluency	187	11.8	37.4	50.8
Letter Naming Fluency	187	11.8	9.6	78.6
Phoneme Segmentation Fluency	187	13.4	16.0	70.6
Nonsense Word Fluency	184	8.7	10.3	81.0
<i>Grade K spring</i>				
Letter Naming Fluency	181	7.2	17.1	75.7
Phoneme Segmentation Fluency	181	1.1	5.5	93.4
Nonsense Word Fluency	181	5.0	8.8	86.2
<i>Grade 1 fall</i>				
Letter Naming Fluency	193	15.5	21.8	62.7
Phoneme Segmentation Fluency	193	7.3	45.5	47.2
Nonsense Word Fluency	193	11.9	18.2	69.9
<i>Grade 1 winter</i>				
Phoneme Segmentation Fluency	196	2.6	2.5	94.9
Nonsense Word Fluency	196	9.2	32.1	58.7
Oral Reading Fluency	196	10.8	29.9	59.3
<i>Grade 1 spring</i>				
Phoneme Segmentation Fluency	194	0.5	2.6	96.9
Nonsense Word Fluency	194	4.1	7.8	88.1
Oral Reading Fluency	194	11.3	24.3	64.4
<i>Grade 2 fall</i>				
Nonsense Word Fluency	176	15.6	39.3	45.1
Oral Reading Fluency	174	35.6	34.5	29.9

Table 7.

Comparison of assessment results between 2005–06 and
2006–07 cohort students, by grade and assessment in raw score (continued)

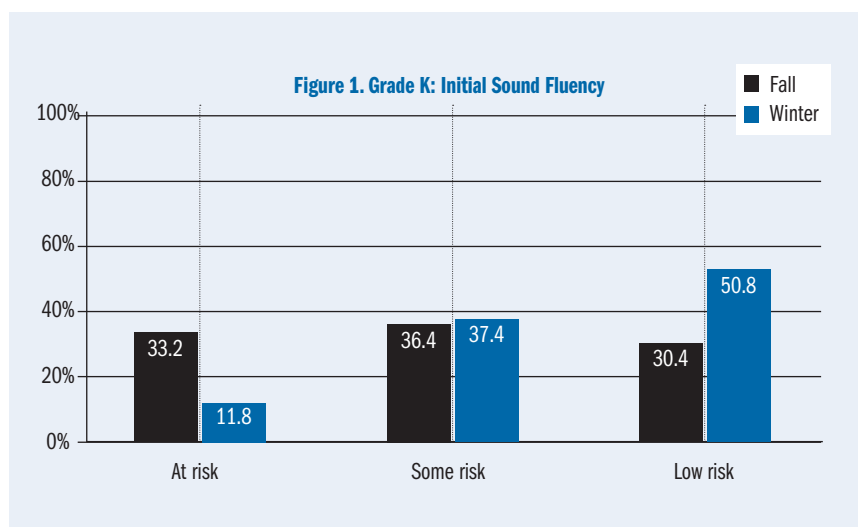
Assessment	Number of students	Proficiency Level		
		At risk/deficit	Some risk emerging	Low risk/established
<i>Grade 2 winter</i> Oral Reading Fluency	176	40.9	20.5	38.6
<i>Grade 2 spring</i> Oral Reading Fluency	166	33.7	18.1	48.2
<i>Grade 3 fall</i> Oral Reading Fluency	195	45.6	35.9	18.5
<i>Grade 3 winter</i> Oral Reading Fluency	202	44.1	35.6	20.3
<i>Grade 3 spring</i> Oral Reading Fluency	177	26.0	39.5	34.5

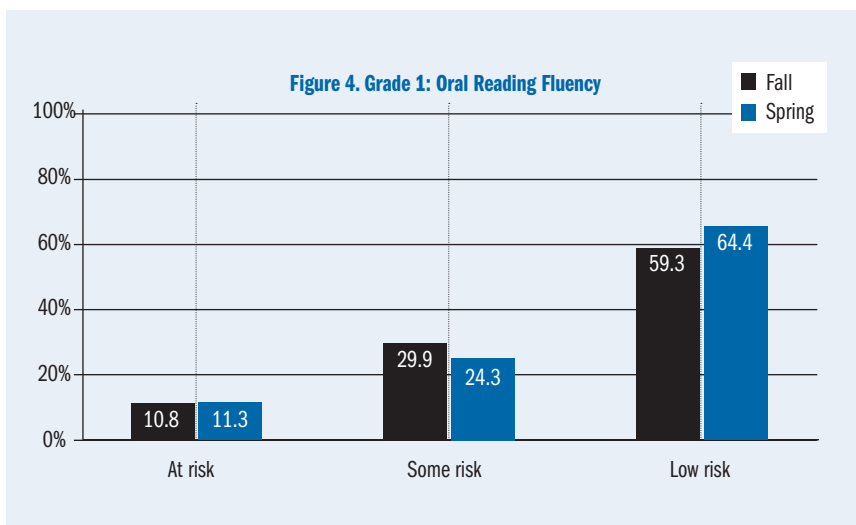
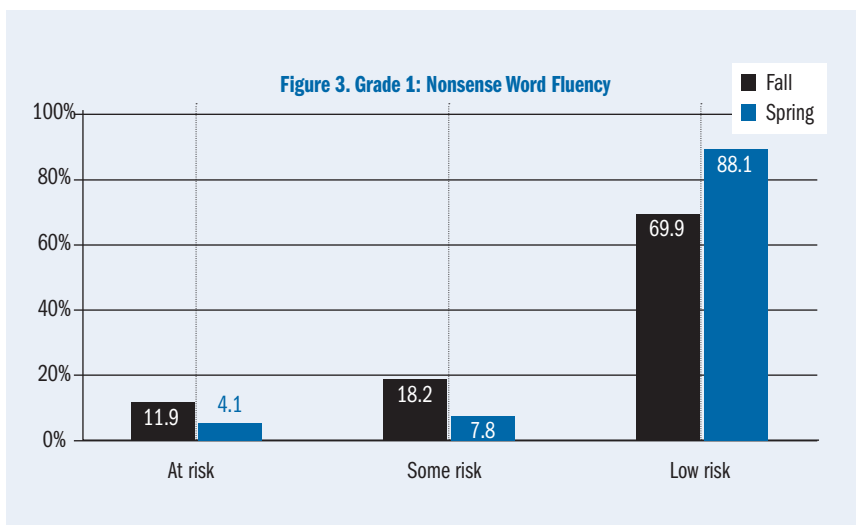
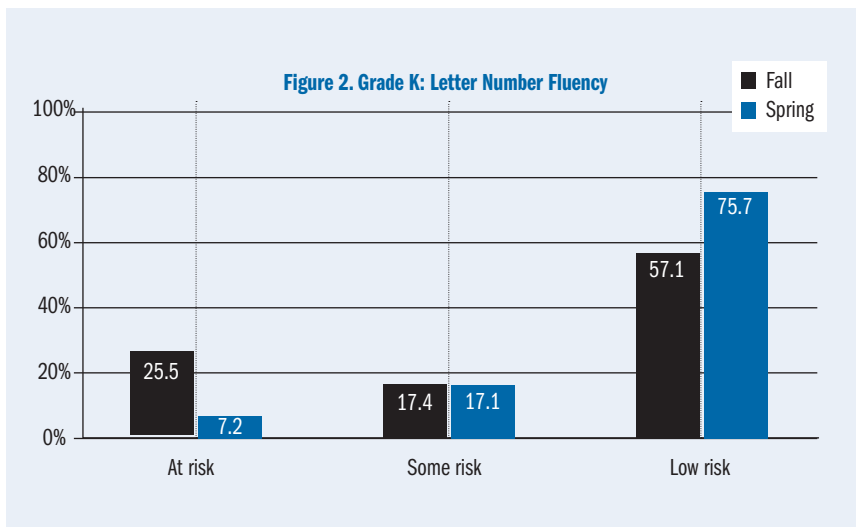
For grade levels where students were assessed multiple times during the year, we looked at students' reading skill progress by comparing the benchmark performance across three testing periods.

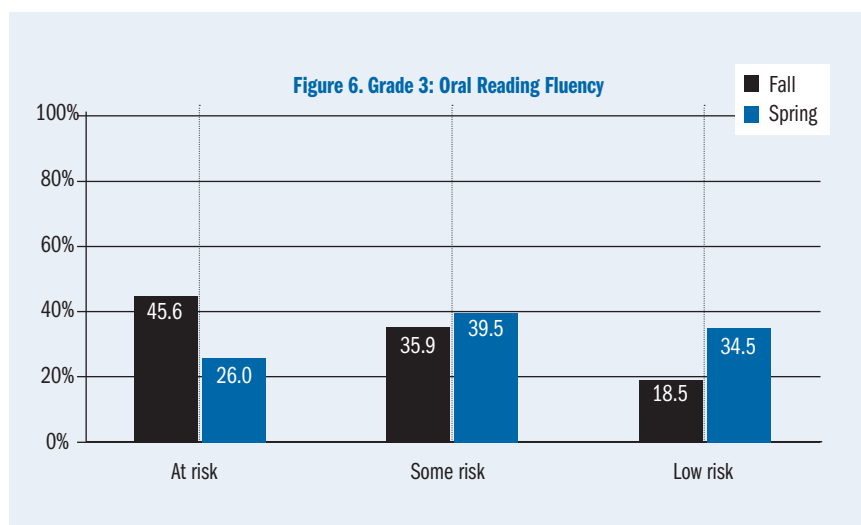
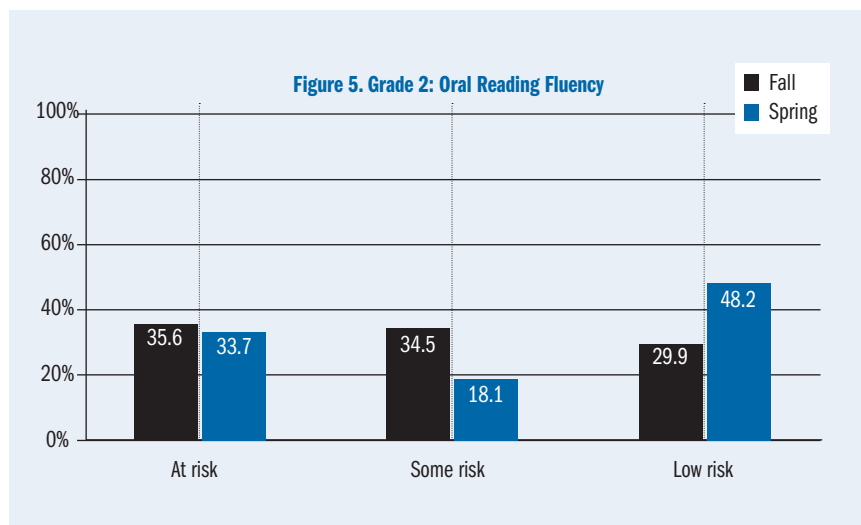
- In terms of direction, we found an improving trend of proficiency level in grades K–3 over the three periods.
- We also examined the degree of the proficiency level movement from the beginning (fall) to the end (spring) period. We found that the most noticeable improvement occurred in first grade on PSF, where the percentage of students assessed at the established level increased almost by 50 percent between fall and spring. As a result of the improvement, less than 1 percent of students were rated as 'deficit' in the spring.

We found that the most noticeable improvement occurred in first grade on PSF, where the percentage of students assessed at the established level increased almost by 50 percent between fall and spring.

Figures 1–6 show changes over time for tests in the K–3 grade range.







Summary

This evaluation provides some very encouraging news about the impact of the *Reading Triumphs* program for assisting struggling readers.

- Teachers are using the curriculum and its various activities. When activities or materials are not used, it is most likely because there is insufficient time or the materials are not available. Further, teachers place very high instructional value on the components that are part of the curriculum.
- Generally, teachers feel that the training prepared them to teach the curriculum, but clearly there is a learning curve that accompanies all new endeavors.
- Principals and teachers feel that the program meets the needs of their students, especially those that are on the Approaching level.
- There are strong indications that the program is having a positive impact on students' learning. Impacts at the higher grades need further study, as the present sample was quite limited and there were confounding factors.

Changes in Test Performance of Students Using the *Treasures* Program: A Look at an Inner City School

Overview

Students in an inner city school in St. Paul Minnesota using the *Treasures* program made significant gains in reading skills across the K–3 grade range during the 2005–06 school year. The data are important because impacts are found both for students overall and for students identified as English Language Learners (ELL). Additionally, when data are examined on a student by student basis, as opposed to the aggregate, we find that the vast majority of students are showing this pattern of gains.

Profile of the School

The school serves a population with multiple needs: 89 percent of the students are eligible for free and reduced-price lunch, 32 percent of its population is classified as English Language Learners, and 19 percent receive Special Education Services. The student body is 15 percent white, 12 percent Hispanic American, 46 percent African American, and 25 percent Asian American.

Description of the Assessments

The data for this analysis comes from assessments routinely administered by the school in fall 2005 and spring 2006. Different assessments were administered across the K–3 grade span. Presented below is a description of the assessments by the grade level.

Assessments in kindergarten were CIERA Letter names (Center for the Improvement of Early Reading Achievement letter identification test), EIR Letter sounds (Early Intervention in Reading letter sounds test) and the PPVT (Peabody Picture Vocabulary Test). The CIERA Letter names test developed at the University of Michigan is similar to the Qualitative Reading Inventory (QRI), but is used for beginning reading placement. The EIR letter sounds test developed by Taylor & Bond at the College of Education and Human Development at the University of Minnesota tests letter sounds to see if intervention is needed. It tests phonemic segmentation and blending (and other things such as alliteration and rhyme) and includes meta-cognitive dialogue with children about strategies they used to figure out a word. The PPVT is the leading measure of receptive vocabulary for standard English and a screening test of verbal ability.

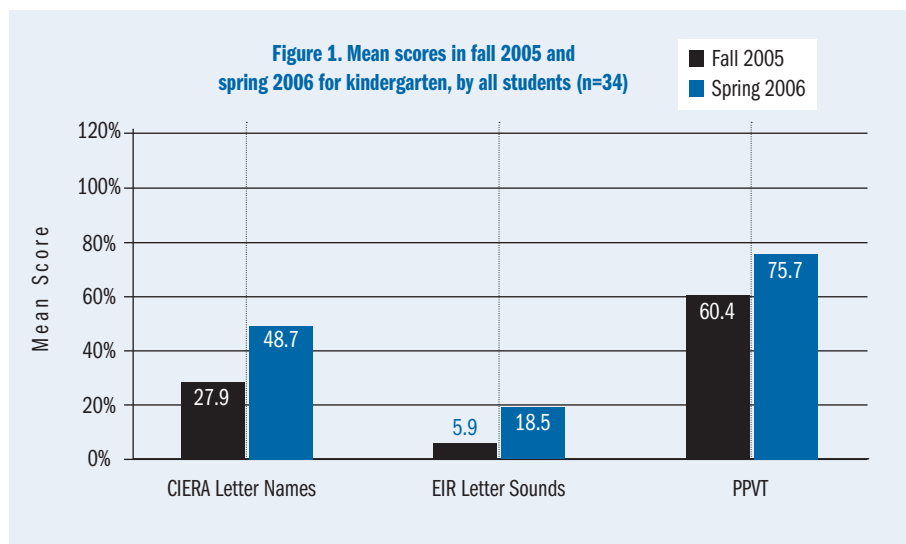
Children in grade 1 were assessed only on the PPVT. Those in grade 2 were assessed on the QRIWCPM, the DIBELS ORF, and three of the Gates McGinitie Reading tests (Word Decoding, Word Knowledge and Comprehension). The QRIWCPM (Qualitative Reading Inventory words correct per minute) is a diagnostic reading test developed by Leslie & Caldwell which determines students' independent, instructional, and frustration levels for word identification in context. DIBELS Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. DORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The number of correct words per minute from the passage is the oral reading fluency rate. The Gates Word Decoding test evaluates students' abilities to decode or recognize words, the Word Knowledge test evaluates beginning reading vocabulary, the Vocabulary test measures reading vocabulary and the Comprehension test evaluates students' abilities to understand extended written text.

Assessments conducted on children in grade 3 included the QRIWCPM, DIBELS ORF, the Gates Vocabulary and the Gates Comprehension tests.

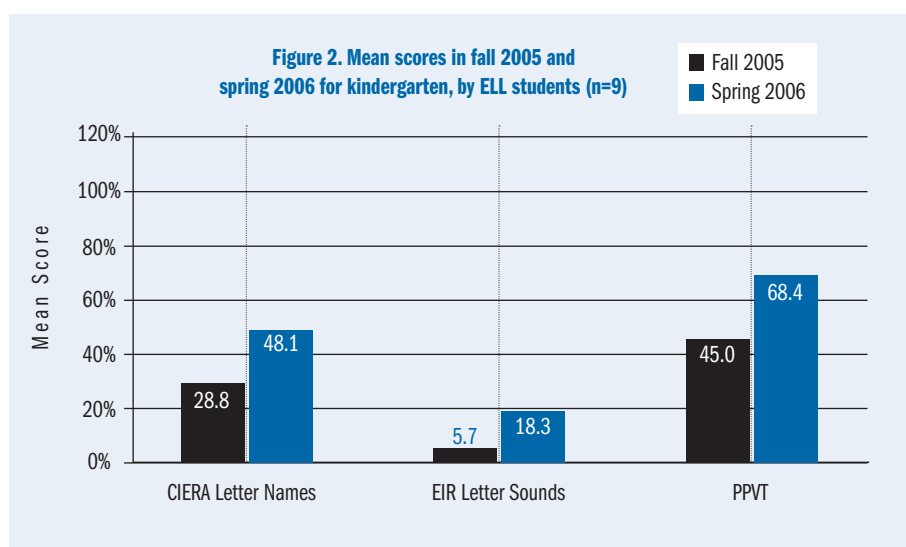
Findings

Gains were noted for all groups. Importantly, significant growth was shown by large numbers of students, with several measures showing progress for 100 percent of the students for whom data were available. Details of the findings by grade level are presented below.¹

At the kindergarten level, significant growth was made by students on the CIERA Letter names and EIR Letter sounds assessments, as well as the PPVT (Figures 1 and 2). This was also true among ELL students. The percentage of students making gains ranged from 88.2 percent (for gains in PPVT) to 100 percent (for gains in EIR Letter Sounds among all students and PPVT among ELL students).

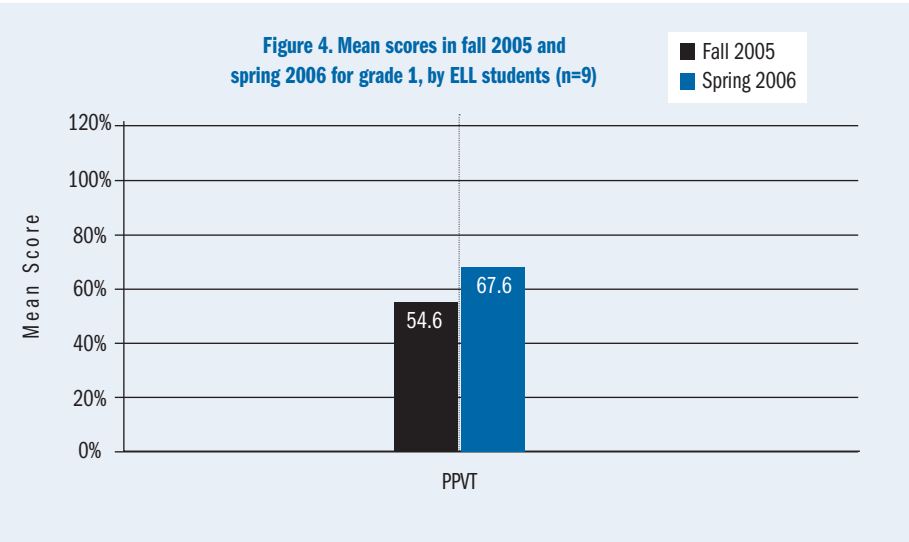
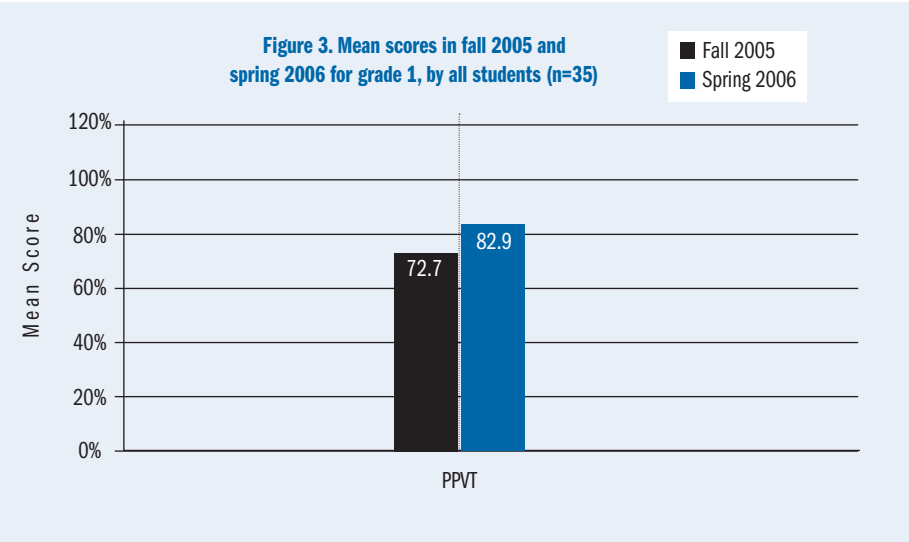


Gains among ELL students were on par with the general average at the kindergarten grade level for both CIERA Letter Names and EIR Letter Sounds scores. In the case of PPVT, the mean score in both fall 2005 and spring 2006 were lower for ELL students as compared to the general average at that grade level. However, greater gains during the course of the year were evident for ELL students. Moreover, in the course of the year, the gap between the PPVT assessment scores between ELL students and all Kindergarten students appears to have decreased (Figures 1 and 2).



¹ We present the gains in raw scores. We are using raw scores because we could not find norms or benchmarks for some of the measures and/or we do not have sufficient information on the edition of the instrument used to identify appropriate norms or benchmarks against which to compare the data.

In first grade, significant growth was shown on the PPVT. Eighty-six percent of the all students and 100 percent of ELL students showed growth in the course of the academic year. However, the extent of the gains varied by the student population under consideration. While mean scores increased from 73 to 83 among the general student population, the gains were from 55 to 68 among ELL students (Figures 3 and 4).



At second grade, significant growth was noted on a wide range of measures: the QRIWCPM, the DIBELS ORF, Gates Word Decoding, Gates Word Knowledge and Gates Vocabulary. The percentage of students showing gains ranged from 71 percent to 100 percent, with the comprehension test being the most challenging.

Interestingly, for the QRIWCPM and the DIBELS ORF scores, the mean scores in fall 2005 and in spring 2006 were higher among ELL students than for the general student population assessed at grade 2. Moreover, the mean gains between the two time points were only marginally lower among ELL students as compared to all second graders who were assessed (Figures 5 and 6).

Figure 5. Mean scores in fall 2005 and spring 2006 for grade 2, by all students (n=33)

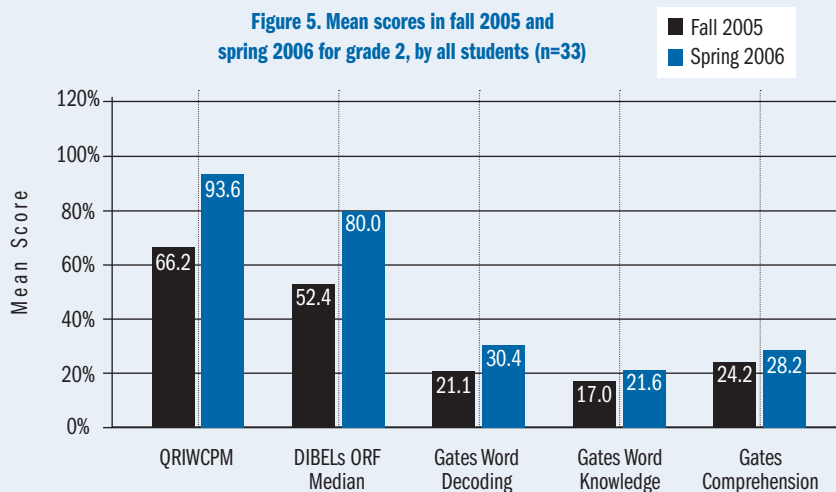
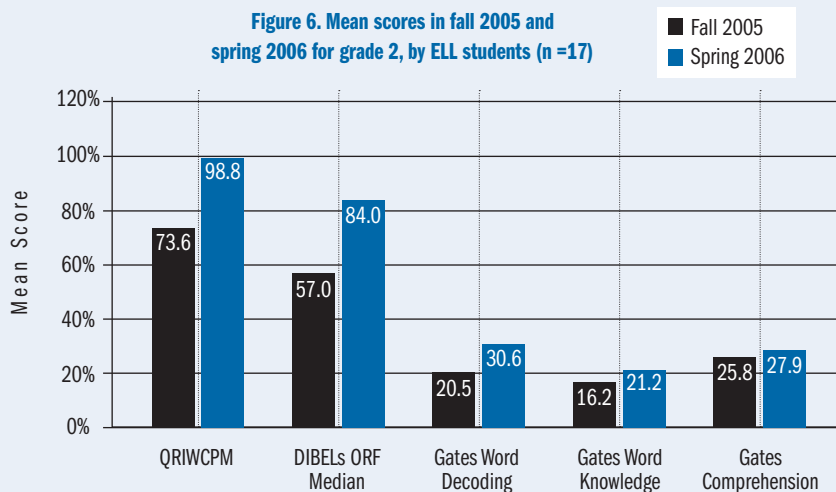
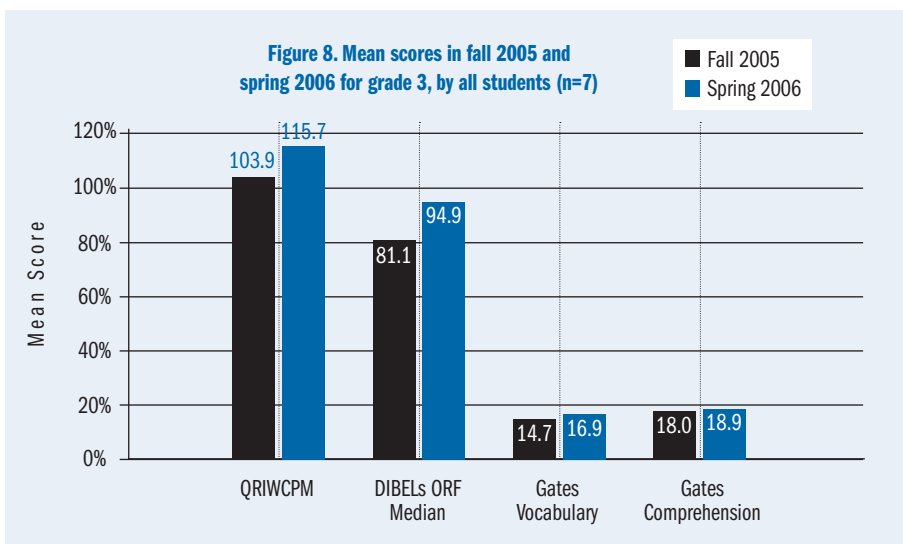
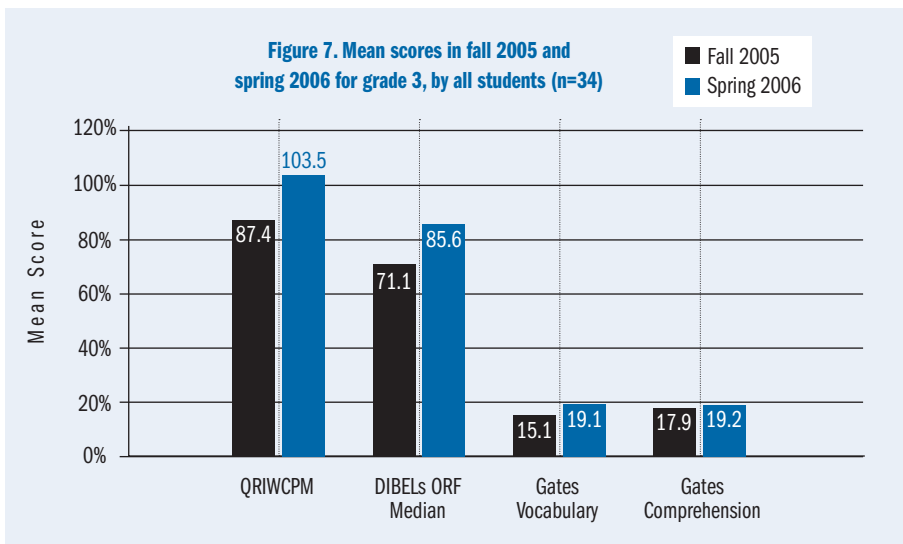


Figure 6. Mean scores in fall 2005 and spring 2006 for grade 2, by ELL students (n=17)



At the third grade level, a similar pattern of gain on multiple measures was found. At this level, students were observed on the QRIWCPM, the DIBELS ORF, the Gates Vocabulary and the Gates Comprehension test. The percentage of students showing progress ranged from 62 percent to 91 percent, with the comprehension test again being the most challenging.

In this case as well, the mean scores for the QRIWCPM and the DIBELS ORF in fall 2005 and in spring 2006 were higher among ELL students than for the general student population assessed at that grade level. Again, the mean gains between the two time points were only marginally lower for ELL students (Figures 7 and 8).





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